DOCUMENT RESUME

ED 378 995 IR 055 398

TITLE	Panda-Monium at the Library: 1995 Arizona Reading Program.
INSTITUTION	Arizona State Dept. of Library, Archives and Public Records, Phoenix.
PUB DATE	[95]
NOTE	444p.; Prepared by the Arizona Reading Program Committee, a volunteer committee of public librarians.
PUB TYPE	Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC18 Plus Postage.
DESCRIPTORS	*Creative Activities; Disabilities; *Handicrafts; Individual Needs; Library Services; Program Design; Program Development; Program Guides; Program Implementation; Publicity; *Reading Programs; *Youth Programs
IDENTIFIERS	Arizona; Clip Art; *Pandas

ABSTRACT

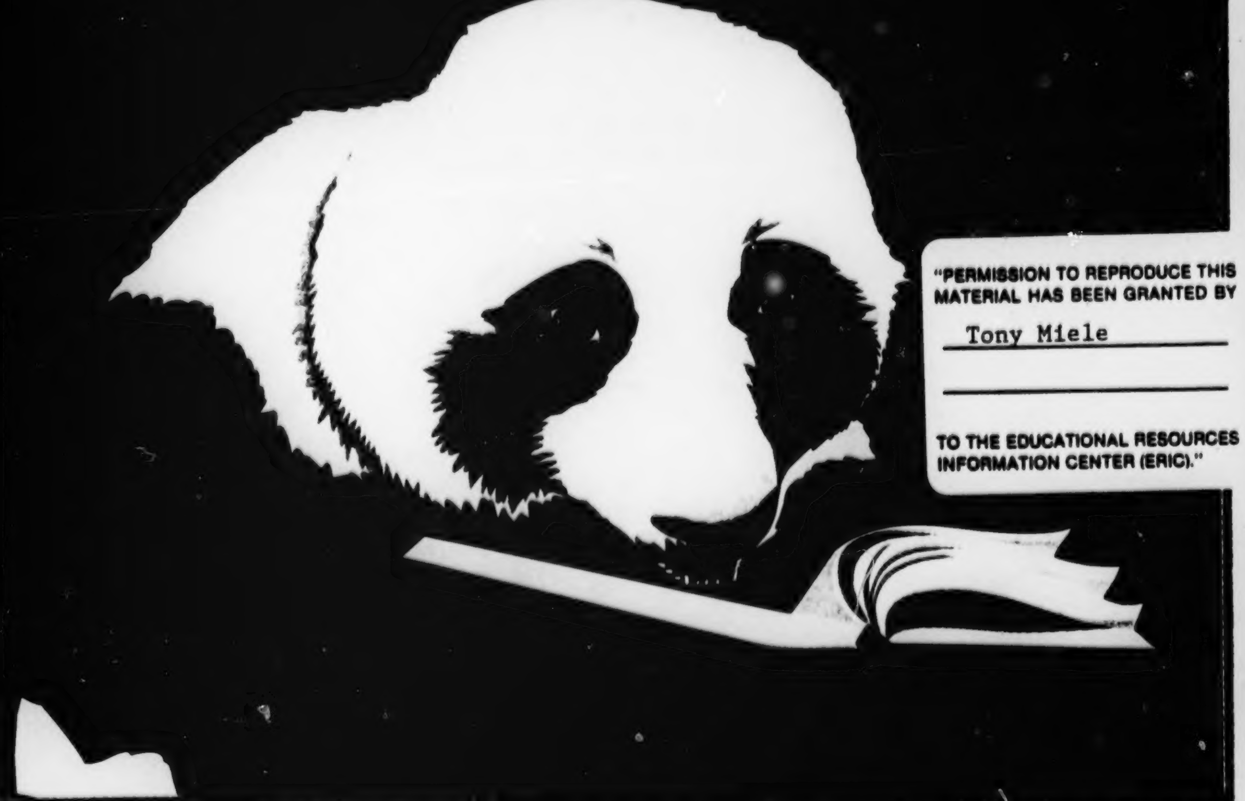
Panda bears are the theme of this guide which includes many reading-related activities, crafts, and programs on a broad range of topics, and which can be expanded to other theme approaches such as endangered species, bears in general, and the concept of black and white. The program begins with a general definition and discussion of goals, objectives and evaluation, and offers recommendations on getting started. Common program types such as structured, nonstructured, contracts and read-to-me programs are outlined, and information on planning, publicity and promotion, awards and incentives and family involvement is provided. Special needs and young adult ideas are suggested, and over 60 program ideas and over 20 craft ideas are offered. Fiction, non-fiction and Spanish bibliographies; resource information; display and decoration ideas; and miscellaneous information such as activity and answer sheets, clip art, a supplemental sheet for the reading log, and a program evaluation form are provided. (MAS)

****
*   Reproductions supplied by EDRS are the best that can be made   *
*   from the original document.   *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 378 995

MONIUM
At the Library



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Tony Miele
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

IR055398

1995 ARIZONA READING PROGRAM

BEST COPY AVAILABLE

Arizona Reading Program
manual and materials:

Sponsored by the Arizona Department of Library, Archives and Public Records.
Funded by Library Services and Construction Act, as amended.

Content of the manual prepared by the Arizona Reading Program Committee, a volunteer committee of public librarians

TABLE OF CONTENTS

Page

INTRODUCTORY MATERIALS vii
Introduction vii
Acknowledgments ix
Special Acknowledgment xi
About the Illustrator xiii
Arizona Reading Program History xv

GOALS, OBJECTIVES AND EVALUATION 1
Goals 1
Objectives 1
Setting Priorities 1
Examples 2-3
Evaluation 3
Suggested Areas of Evaluation 4-5
Quantitative and Qualitative Evaluations 5
Evaluating Your Program: a Bibliography 6
Sample Forms for Future Reading Program 7
Reading Program Survey 9-10
Cuestionario del Programa de lectura de verano 11-12
Preschool Story Hour Survey 13
Cuestionario de la Hora de Cuentos para los Niños Preescolares 14

GETTING STARTED 15
Facilities 15
Staff 15
Participants 16
Collection 16
Scheduling 16
Budget 16
Miscellaneous 17

COMMON PROGRAM STRUCTURES 19
Structured Programs 19
Nonstructured Programs 19-20
Contracts or Individual Goal Setting 20
Read-To-Me Programs 20
A Word (or 2) for Parents 21
Basic Guidelines for Selecting Reading Material to Read Aloud 22

PLANNING TIMELINE 23
4-5 Months Prior to Beginning 23
2-3 Months Prior to Summer 23
1 Month Prior to Summer 24
2-3 Weeks Prior to Summer 24

- Planning Calendars 25-34

PUBLICITY AND PROMOTION 35
- Preparing Printed Matter 35
- The Importance of an Information Form 35 -36
- Person to Person Contact 36
- Handling the Media 36-38
- Sample News Releases 39-45

AWARDS AND INCENTIVES 47
- Awarding Certificates 47
- Incentives 47-48
- Games 48
- An Alternative View 48

PARENTS/FAMILY INVOLVEMENT 49
- Parental Program Tips 49-50

SPECIAL NEEDS 51
- Special Needs Children and the Arizona Reading Program 51
- Talking Book/Braille Service Overview 51-52
- Programs that Open Doors 53-56
- Mainstreaming Special Needs Children: A Bibliography 57

PROGRAM IDEAS 59
- **ANIMALS IN BLACK & WHITE (PRESCHOOL - GRADE 1)** 59-60
- Story Activity: The Hanky Mouse 60
- Books 60
- Hanky Mouse Diagrams 61-63
- Un cuento: El Raton Panuelo 63-64
- Poem: Abracadabra 65-66
- My Kitten/Mi Gatit 67
- Who Says 'Moo, Moo'? 67
- Quien Dice 'Moo, Moo' 67
- Fingerplay: Cat and Mouse 67
- El Gato y un ratón 68
- Activity: Lamb Puppets 68
- Titeres de Borrego 68
- Activity: Grazing Cows 69
- Vacas Para Pastar 69
- Grazing Cows Pattern 70
- Bibliography 71
- **PANDAS** 72
- Books 72
- Draw and Tell Story: The Missing Friend 73-76
- Chant: Panda Bear, Panda Bear 77
- Poem: The Panda 77
- Activity: Bear Cookies 77
- Bibliography 78

BLACK AND WHITE AND READ ALL OVER (PRESCHOOL - GRADE 1) 79
Books 79-81
The Birthday Visitor Mystery 82-84
Shadow Poem 85
Shadow Song 85
Piano Keys Create -a-Word Game 86
Game: Panda's Tail 86
Bibliography 87
BEARS 88
Program Notes 88
Bear Stories Caddy 88
Bear Stories Shared 88
More Stories to Share at Home 89
Rhythms, Rhymes, and Fingerplays:
    Bears Everywhere 89
    Going on a Bear Hunt 89-90
Activity:
    Big Bear that Swallowed a Title 90
    Bear Paw Bop 90
Bears: Follow Up Ideas 91
Crafts: Kitchen Clay 91
    Animal's Dancing Feet 91
Good Bear Day 92
MAKING TRACKS 93
Stories Shared 93
More Stories to Share at Home 93
Follow-Up Ideas 93
Making Tracks: Walk Like a Bear 94
Animal Track Paperweight 94-96
IF YOU GIVE A MOUSE A COOKIE 97
Optional Activities:
    Milk & Cookie Feast 97
    Cookie Decorating 97
    Stories Shared 97
PANDA FORUM 98
SEEK AND FIND 98
PANDORA'S BOX 98
PANDA FACTS 98
THE GIANT PANDA 98-99

PROGRAMS FOR YOUNG ADULTS 101
    Summer Reading for Young Adults 101
    General Goals and Objectives 101
    Establishing Young Adult Programs 101-102
    Budget 102
    Publicity 102
    Young Adult Bibliographies 103
    Samples of Young Adult Program Materials 104

CRAFTS 105
    Panda Puppets 105
    Crow Headbands 106

        Headband Pattern 107
    Foxes Dream 108
    Underwater School of Fish 109
    Spider Web 109-110
    Black Bears and Baubles 110-111
    Black Owl 111
    Shadow Tracing 112
    Star Box 112-113
    Snowflakes 113
    Feed a Panda 114-115
    Pom-Pom Pandas 116-117
    Panda Penny Bank 118-119
    Wooden Spoon Bookmarks 120
    Panda Puppet 121-123
    Chinese Dragons 124-125
    Positive-Negative Art 126
    Paper Fish 127-128
    Bread Dough Bear 129-130
        Bread Dough Clay Recipe 130
    Dancing Panda Jumping Jack 131-133
    Fingerprint Art 134
ADDITIONAL CRAFTS 135-142

BIBLIOGRAPHIES 143
    Fiction 143-144
    Non-fiction 145-148
    Spanish 148

RESOURCES 149
    Blank Forms 149-154
    RESOURCE PEOPLE 155
    Categories for Resource People 155
    Resource People Listed by Category 155-158
    Resource People 159-204
    Resource People Index 205-208
    Arizona Children's Book Writer's and Illustrators Speaker Bureau 209-228
    RESOURCE COMPANIES 229-231
    RESOURCE MATERIALS 233-234

DISPLAYS AND DECORATIONS 235
    Ideas 235
    Displays and Bulletin Board Hint 235
    Bulletin Boards 235
    Panda with Movable Limbs 237
    Displays/Decorations 239-241

MISCELLANEOUS
    Activity Sheets
    Answer Sheets
    Spanish Language Activity and Answer Sheets
    Clip Art
    Supplemental Sheet for Reading Log
    1995 Arizona Reading Program Evaluation

PANDAMONIUM AT THE LIBRARY

INTRODUCTORY MATERIALS

BEST COPY AVAILABLE

It's the 1995 Arizona Reading Program! ***Pandamonium at the Library!***

The Arizona Reading Program Committee chose this theme to be used in several ways. Pandas are a favorite with young and old alike. We have included many activities, crafts and programs on the panda theme in this manual. And we know your libraries are lively, joyous places, especially during the Reading Program. The "pandamonium" aspect of the theme may seem all too real at times, but we want your community to have fun with it.

There are other approaches to take to the theme, such as: endangered species, of which the panda is just one; themes on bears in general; themes in black and white. You can probably think of other variations.

The Arizona Reading Program Committee and the staff of the Department of Library, Archives and Public Records, encourages you to have a Reading Program this year. We have tried to make it as simple as possible, incorporating a broad range of topics into this manual. We know there will be something appealing to you here.

It doesn't take much effort to put some of these ideas to work. Clip art and press releases adapted to this year's theme have already been prepared for you. A planning time line and calendars help lay out more complicated programs. Crafts and activity ideas are explained and illustrated.

We hope you and the youngsters in your community have a great deal of fun with this lively (and warm and fuzzy) theme.

The Arizona Reading Program is funded through the federal Library Services and Construction Act, as amended.

Without the dedicated efforts and enthusiasm of the members of the Arizona Reading Program Committee, this manual would not have been accomplished. It is always a pleasure and inspiration to work with the librarians who build upon the selected theme and turn it into a full-fledged summer program. I would like to thank the members of my committee for their part in creating **PANDAMONIUM AT THE LIBRARY**.

Louisa Aikin	Maricopa County Library District
Cherie Brown	Charles C. Royall Memorial Library
Elizabeth Burks	Apache Junction Public Library
Margaret Jesus	Payson Public Library
Deborah Kearns	Cottonwood Public Library
Peg McCullough	AZ State Schools for the Deaf and Blind
Terry Morris	Payson Public Library
Holly Murten	formerly, of Charles C. Royall Memorial Library
Nancy Palmer	Flagstaff City-Coconino County Public Library
Marilyn Pittman	Mesa Public Library
Cheryl Richardson	Yavapai County Library District
Peggy Tomasso	Prescott Public Library
Diane Tuccillo	Mesa Public Library

Thanks also to the LED staff for assisting with various parts of the project: Lorre Levy, Carol Figueroa and Betsy Howard. And most especially Jean Yeary, who did massive amounts of typing and telephone work for ARP.

Thanks too, to Phyllis Carter for help with graphics and layout.

As ever, thanks to Tony Miele, Director of the Library Extension Division, for his advice and support during the year. And to Arlene Bansal, State Librarian, for her ongoing interest in this program.

Jan Elliott
Public Library Development Consultant
Library Extension Division
Arizona Department of Library, Archives and Public Records

A Special Acknowledgment
to a dear friend and colleague.

Irma Pluster
1954-1994
Children's Services Librarian
Mesa Public Library

I feel privileged to have known Irma Pluster, who I met through my work with the Arizona Reading Program Committee. She served on the committee for many years working on many aspects of the program. Those of us who had the honor to work with her know she was very influential in the outcome of the Reading Program the last few years. It was mainly through her diligence and prompting that the manual and posters have become available earlier in the season. Besides Irma's own commitment to the project, she always encouraged her staff to participate in the Arizona Reading Program work.

One thing we will sorely miss is Irma's delightful enthusiasm for the projects she was involved in. She was always coming up with terrific ideas and always willing to pitch in and help work them through.

Irma had a gift of seeing new and creative ways to do things. Whenever, in committee meetings, she raised up a finger and said, "I've got an idea...", everything stopped. We knew it would be a good one.

Her energy and cheerful approach to everything were inspirational to all who worked with her. She will be sorely missed as a friend and as a colleague in our library community.

Jan Elliott
Arizona Reading Program Committee

The Arizona Department of Library, Archives and Public Records has drawn on the talents of another local artist for the graphics of this year's Arizona Reading Program. Elissa Smith hails from Mesa where she is a library associate in the Young Adult Department at Mesa Public Library. She has worked for the library for over twenty years.

Although her main responsibilities include book talking and storytelling school visits and providing library service to Mesa's teenagers, her main interest and long-term goal is desktop graphic design. She has completed numerous classes in desktop publishing as well as coursework in color and design.

Several years ago, the Young Adult Department got its own desktop publishing system, mostly to prepare its annual science fiction/fantasy magazine, *E.T.* Elissa was advisor for the magazine, and for the first twelve years of its existence did "cut and paste" for final copy. A page layout program for the PC and a laser printer changed all that, and in turn changed the focus of Elissa's position in the library. She prepares all the graphics for the Young Adult Department and is often called upon to produce promotional materials, forms and publications on the PC for the Mesa Public Library in general. Most notably, Elissa was responsible for designing Mesa Public Library's logo and their current patron brochure.

Elissa also has her own desktop graphic design business, producing forms, invitations, brochures, business cards/letterheads, and logos for her clients.

Because of her familiarity with libraries and youth services, Elissa had a wonderful insight into the kind of graphics we needed to appeal to a diverse age group. We are very pleased with her bold and striking design for **Pandamonium at the Library**.

Arizona has had successful reading programs for over fifteen years. Many children have enjoyed the following themes which have been used statewide:

1974	"Monster Zoo"
1975	"Arizona Round-Up"
1976	"Our Country"
1977	"Wizard Of Oz"
1978	"Star Ship To Adventure"
1979	"Open The Elfin Doors"
1980	"Ready, Set, Go!"
1981	"Stake Your Claim"
1982	"Lions & Tigers & Books"
1983	"Bone Up On Books Be A Bookasaurus"
1984	"Your Own Adventure"
1985	"Bite Into Books"
1986	"Unlock Your Universe With Books"
1987	"Sakes Alive--We're--75"
1988	"Time Travel--You Are There"
1989	"Books Give Us Wings"
1990	"Have Books Will Travel"
1991	"Read Arizona"
1992	"Rainbow Earth"
1993	"Libraries: The Greatest Show on Earth"
1994	"Get A Clue At The Library"
1995	**"Pandamonium At The Library"**
1996	"Book A Trip To The Stars"

Goals

Goals are general statements of mission or purpose. Written goals for the library guide the staff in determining the philosophy of the library and the role of the library in the community. Goals serve as tools for planning the directions of all library activities. Therefore, if the library has no written goals, they should write some. Since children's services are unique and require special consideration, the general library goals should specifically include children's services.

Individual programs have written goals. Consider the library's general goals when writing program goals. Program goals help the programmer to coordinate a specific activity with the library's overall goals and to set priorities for service. Program goals may also justify staff time and budget distribution. Goals for a Reading Program should answer the question, "Why have a Reading Program?"

Objectives

After determining the goals, develop the objectives. Objectives are specific, measurable statements that show how the goals will be achieved. When forming objectives, you must think ahead to the evaluation. Since the evaluation will try to determine if the objectives have been met, the objectives must be measurable and within the possibility of the library staff. For example, an objective may read, "Children participating in the Reading Program will maintain or improve their reading levels during the summer months." That sounds like a good objective and one that would be worthy to achieve. However, unless you take steps to test each child before and after the Reading Program, it will be impossible to determine if this objective has been met.

The objectives that will be easiest to evaluate and compare from year to year are the ones that require counting and/or calculation. Objectives may include statistics such as program registration, number of children who completed their requirements for the program, circulation of juvenile materials, or numbers registered from each grade and from each school. These numbers compared to the previous year's statistics are saved to compare with the following year's. To determine what percentage of children from each grade in each school participated in the program, use these statistics. Several day's circulation figures can be compared with several similar days from the previous year using care to assure samples are statistically valid. To maintain or improve any or all of these statistics, write objectives.

Setting Priorities

After goals for the overall program have been determined, write objectives for each phase of the program. The Reading Program may be long and complex, so before the planning begins set priorities. This is especially important if the library has limited staff and resources. Take into account the following when setting the priorities for your program: advance planning, publicity, incentives and rewards, follow-up activities, and any other items that you feel are an integral part of your program.

rev. 10/94

Examples

Following are examples of three general goals for a Reading Program, objectives relating to them, and possible strategies to implement the objectives:

GOAL 1.

THE READING PROGRAM WILL ENCOURAGE CHILDREN TO READ DURING THE SUMMER.

OBJECTIVES:

A. Increase Reading Program registration by 5% over last year's.

B. Include book talks and bibliographies in 10 Reading Program activities.

C. Increase circulation of the children's collection during the Reading Program by 10% as compared with the circulation statistics from the previous year.

STRATEGY 1.

Plan several months in advance to design or use a Reading Program with a popular theme. Develop publicity fliers, worksheets, membership cards, and certificates that are attractive and well done.

STRATEGY 2.

Distribute Reading Program materials as widely as possible. Publicize the Reading Program with fliers and posters. Visit schools and organizations to promote the program. Use the local media to publicize the program.

GOAL 2.

THE READING PROGRAM WILL ENCOURAGE CHILDREN TO READ MORE WIDELY BY SUGGESTING A VARIETY OF BOOKS FROM DIFFERENT SUBJECTS.

OBJECTIVES:

A. 50% of Reading Program participants will read nonfiction as well as fiction books.

B. Increase circulation of juvenile literature by 10%.

STRATEGY 1.

Require that the participants read a certain number of specific types of books.

STRATEGY 2.

Create and distribute specific subject area bibliographies: lists of nonfiction and fiction books that relate to this year's theme.

rev. 10/94

STRATEGY 3.

Use a game format such as Book Bingo or Random Choice, library maps or reading guides so that children must read a variety of subject areas to complete the requirements.

GOAL 3.

ENCOURAGE READING ALOUD AT HOME BY DEVELOPING A PRESCHOOL AGE READING PROGRAM COMPARABLE TO THE SCHOOL AGE READING PROGRAM.

OBJECTIVES:

A. 25% of the preschool population will register for the Read-To-Me program.

B. 75% of the preschoolers attending story-time will be enrolled in the Read-To-Me program.

STRATEGY 1.

Plan several months in advance to design a Read-To-Me program. Develop colorful, attractive and well produced fliers, membership cards, and certificates.

STRATEGY 2.

Advertise the Read-To-Me program to the parents of story time participants and preschoolers. Use the media to promote the program. Distribute fliers in the library and in the community.

***REMEMBER:** It is important to choose goals appropriate to your library—those that reflect community needs and the overall goals of the library. Any staff involved with children's services, as well as the library director, should participate in their development. If time and money are not available to work toward achieving all goals, pick the most important ones and work toward them.*

Evaluation

Evaluation is the final step of any program and the beginning step for the next one. Evaluation helps to refine or develop goals based on reality. The objectives you set for your program will determine the areas to be evaluated.

There are many types of evaluations all of which are useful in different ways. The following list will give you some suggestions for areas to evaluate.

Suggested Areas Of Evaluation

Quantitative Measures

1. CIRCULATION STATISTICS: Tabulate juvenile circulation statistics separately from the adult circulation statistics. This will enable you to determine if the Reading Program has increased total juvenile circulation, and it will enable you to compare circulation figures from year to year.

2. CHANGES IN SUBJECT AREAS READ: Differences can often be seen in the type of materials circulating. Changes can be the result of the effectiveness of book talks, bibliographies or games used.

3. TOTAL NUMBER OF READING PARTICIPANTS: This can measure the impact of publicity, school visits and program format.

4. ACTIVE PARTICIPATION IN THE READING PROGRAM: Define active as reading a minimum number of books. This statistic will tell you how appealing your program was and if it kept the children interested.

5. REGISTRATIONS: Use registration figures to determine the number of new users as an indication of the success of your publicity and the effectiveness of your programs.

Qualitative Measures

6. FOCUS GROUPS: Bring together a group of 8 to 12 people representing your target group. With 3 to 5 prepared questions, open a discussion which will generate the information you desire.**

7. PEER EVALUATION: Involve colleagues, community members, and/or other interested individuals in formal or informal evaluations of your program. This can be done through:

   UNOBTRUSIVE OBSERVATION, (assigning individual(s) to unobtrusively observe the program, clientele reactions etc., during the actual presentation. The emphasis here is on observing the quality of the reactions, not the quantity (of attendees, numbers served, etc.).

   FORMAL QUESTIONNAIRES, PANEL DISCUSSIONS, OR FORMAL REPORT WRITING, are other methods of peer evaluation.**

** Adapted from Evaluating Library Programs and Services: Tell It! Training Manual. Edited by Douglas Zweizig with Michele Besant. Madison, WI; School of Library and Information Studies, University of Wisconsin, 1993.

** Adapted from Evaluating Library Programs and Services: Tell It! Training Manual. Edited by Douglas Zweizig with Michele Besant. Madison, WI; School of Library and Information Studies, University of Wisconsin, 1993.

*Used with permission from the State Library of Pennsylvania from Evaluating summer Reading Programs. © 1987.

8. FAST RESPONSE SURVEYS: Are used to gather baseline data on a new program or service, and to make informed, quick decisions used to adjust programs, when existing data is unavailable. Fast response surveys are given to a small sample group and contain few questions. Generally these surveys are done in questionnaire format, but focus groups are another alternative.**

9. ATTITUDINAL MEASUREMENT: Used to determine feeling states of mind regarding your program, and especially valuable when you are collecting and comparing users and non-users. Attitudinal measurement assesses levels of satisfaction, predisposition towards certain actions or reactions, and assists in predicting future behavior. All of these can be valuable in improving your programs.**

Quantitative and Qualitative Evaluation

When evaluating a program or service, collecting some type of statistics is considered mandatory. Statistics are your **QUANTITATIVE EVALUATION.** For instance, you may collect statistics showing changes in circulation during your reading program, or members of youngsters in attendance at the program. In the list above: "Suggested Areas of Evaluation", items 1-5 are examples of quantitative measures.

Combined with quantitative evaluations, most libraries are also using **QUALITATIVE EVALUATIONS.** Examples of qualitative evaluations include fast response surveys, focus groups, peer evaluations and observations. (Items 6 through 9 on the "Suggested Areas of Evaluation" list.)

Qualitative measures are a valuable complement to the statistical measures collected, especially when presented to people outside your library staff such as county or city leaders, funding agencies, or library trustees. Statistics can be dry and relatively meaningless to these individuals because they don't have the basis to compare these numbers over time. However, statistics combined with quotations and examples gleaned from surveys or focus groups, have been found to a very effective to demonstrate the value of library programs.

We hope you begin to use some of the qualitative evaluation measures and follow up by presenting them in your program reports to your library director, board members, funding agencies, and to the State Library in your Arizona Reading Program Evaluation this year.

rev. 10/94

** Adapted from Evaluating Library Programs and Services: Tell It! Training Manual. Edited by Douglas Zweizig with Michele Besant. Madison, WI; School of Library and Information Studies, University of Wisconsin, 1993.

** Adapted from Evaluating Library Programs and Services: Tell It! Training Manual. Edited by Douglas Zweizig with Michele Besant. Madison, WI; School of Library and Information Studies, University of Wisconsin, 1993.

Evaluating Your Program: A Bibliography

Baker, Sharon, L. and Wilfrid F. Lancaster. *The Measurement and Evaluation of Library Services,* 2nd ed. Arlington, VA: Information Resources Press, 1991.

Bookstein, Abraham. "Questionnaire Research in a Library Setting." *Journal of Academic Librarianship.* 11 (March 1985): 24-28.

Evaluating Library Programs and Services: TELL IT! Training Manual, ed. Douglas Zweizig. Madison, WI, School of Library and Information Studies, University of Wisconsin, 1993.

Greenbaum, Thomas L. *The Practical Handbook and Guide to Focus Group Research.* Lexington, MA: D.C. Heath, 1988.

Henerson, Marlene E., Lynn L. Morris, and Carol J. Fitz-Gibbon *How to Measure Attitudes.* Newbury, Park, CA: Sage, 1987.

Hutton, Bruce, and Suzanne Walters. "Focus Groups: Linkages to the Community." *Public Libraries* 27 (Fall 1988): 149-52.

Powell, Ronald R. *Basic Research Methods for Librarians,* 2nd ed. Norwood, NJ: Ablex, 1991.

Robbins, Jane and Douglas Zweizig. *Are We There Yet?: Evaluating Library Collections, Reference Service, Programs and Personnel.* Madison, WI; School of Library and Information Studies, University of Wisconsin, 1988.

Robbins, Jane, et al. *Evaluation Strategies and Techniques for Public Library Children's Services:* a Sourcebook. Madison, WI; School of Library and Information Studies, University of Wisconsin, 1990.

Sandler, Mark. "Qualitative Research Methods in Library Decision-Making." In *Qualitative Research in Information Management,* eds. Jack D. Glazier and Ronald R. Powell. Englewood, CO: Libraries Unlimited, 1992.

A Stakeholder Evaluation Handbook: A Focus on Evaluation. (Prepared and revised by Sharon Granger, Donald Leaf, and Charles Wolfe and edited by Jeff Johnson of the Library of Michigan.) Lansing, MI: Library of Michigan, [1993].

Swisher, Robert and Charles McClure. *Research for Decision Making: Methods for Librarians.* Chicago: American Library Association, 1984.

Walter, Virginia A. *Output Measures for Public Library Service to Children.* Chicago, ALA, 1987.

rev. 10/94

SAMPLE FORMS

FOR

FUTURE READING PROGRAM EVALUATIONS

Source:

Output Measures for Public Library Service to Children by:
Virginia A. Walter
Chicago, ALA, 1992

Summer Reading Program Survey[*]

Please take a few minutes and answer these questions. Your answers will help us improve the Summer Reading Program next year!

1. How old are you? ___________

2. Are you a boy or a girl? Circle the right answer. BOY GIRL

3. Make a check mark in front of any of these activities that you took part in this summer.

   _______ Summer school

   _______ Family vacation

   _______ Swimming lessons

   _______ Other lessons

   _______ Camp

4. How did you hear about the Summer Reading Program? Please check the right answer. You can check more than one answer.

   _______ My mother or father told me about it.

   _______ My teacher told me about it.

   _______ The librarian told my class about it.

   _______ I heard about it at the library.

   _______ Some other way.

   _______ I don't remember.

More questions on the next page...

---

[*] Survey from: Walter Virginia A. Output Measures for Public Library Services to Children. Chicago, ALA, 1992.

Summer Reading Program Survey* (continued)

5. Make a check mark in front of the library activities that you took part in this summer. Draw a happy face after the activities that you especially enjoyed.

_______Reading books

_______ Story hours

_______ Awards ceremony

_______ Magic show

_______ Film programs

6. What did you think of the prizes this summer? Check the right answers. You can check more than one answer.

_______ I didn't get any prizes.

_______ Great!

_______ Okay.

_______ Dumb.

_______ I don't care one way or the other.

7. What did you think of the theme of the Summer Reading Program? Check the right answer.

_______ I didn't pay any attention to the theme.

_______ I liked it.

_______ I didn't like it.

_______ I don't care one way or the other.

8. Tell us anything else you think we should know about the Summer Reading Program. You may write on the back of the page.

Thank you for answering our questions. Please give this form to the librarian today.

---

* Survey from: Walter Virginia A. Output Measures for Public Library Services to Children. Chicago, ALA, 1992.

Cuestionario del programa de lectura de verano[*]

Por favor toma unos minutos para contestar las siguientes preguntas. Tus respuestas nos ayudarán a mejorar el programa de lectura de verano en el próximo año.

1. ¿Cuántos años tienes?______

2. ¿Eres un niño o una niña? Pon un círculo alrededor de la respuesta correcta.

   Niño Niña

3. Pon una marca al costado de las actividades en que participaste este verano.

   ______Escuela de verano.

   ______ Vacaciones de familia.

   ______ Clases de natación.

   ______ Otro tipo de clases.

   ______ Campamento.

4. ¿Como te enteraste del programa de lectura de varano? Por favor marca la respuesta correcta. Tu puedes marcar más de una respuesta.

   ______ Mi madre o padre me lo dijo.

   ______ Mi maestro(a) me lo dijo.

   ______ El/la bibliotecario(a) se lo dijo a mi clase.

   ______ Me enteré de ello en la biblioteca.

   ______ Amigos me lo dijeron.

   ______ Me enteré de otra manera.

   ______ No me acuerdo.

Más preguntas en la próxima página...

---

[*] Survey from: Walter Virginia A. Output Measures for Public Library Services to Children. Chicago, ALA, 1992.

Cuestionario del programa de lectura de verano * (continuar)

5. Marque las actividades de la biblioteca en que participaste. Dibuja una cara sonriente al costado de las actividades que más te gustaron.

_______ Leer libros.

_______ Horas de cuento.

_______ Ceremonia de premios.

_______ Programa de magia.

_______ Programas de pelicula.

6. ¿Qué te parecieron los premios de este verano? Marca las respuestas correctas. Tu puedes marcar más de una respuesta.

_______ No recibí ningún premio.

_______ ¡Estupendo!

_______ Bueno.

_______ Tonto.

_______ No me importa.

7. ¿Qué tal te pareció el tema del programa de lectura de este verano? Marca la respuesta correcta.

_______ No me fijé del tema.

_______ Me gustó.

_______ No me gustó.

_______ No me importa.

8. Cuéntanos cualquier otra cosa que necesitamos saber acerca del programa de lectura de verano. Puedes escribir al otro lado de esta página.

Gracias por haber contestado nuestras preguntas. Por favor entregue este forma a el/la bibliotecario(a) hoy día.

---

* Survey from: Walter Virginia A. Output Measures for Public Library Services to Children. Chicago, ALA, 1992.

Preschool Story Hour Survey[*]

Please take a few minutes to answer these questions. We are interested in knowing how you and the child you bring to the library respond to Preschool Story Hour.

1. How old is the child you bring to Preschool Story Hour? ____________

2. Approximately how many times did you attend Preschool Story Hour this year? ________

3. Do you check out books for your child when you come to Preschool Story Hour? Circle the best answer.

   Always Never Sometimes Don't Know

4. Does your child remember and repeat the rhymes and finger plays that he or she hears at preschool story hour? Circle the best answer.

   Always Never Sometimes Don't Know

5. Does the content of the Preschool Story Hour seem appropriate for your child? Circle the best answer.

   Always Never Sometimes Don't Know

6. Do you use the follow-up activity sheet with your child? Circle the best answer.

   Always Never Sometimes Don't Know

7. Would you recommend that a friend bring his or her child to Preschool Story Hour? Circle the best answer.

   Yes No Maybe Don't Know

8. Is there anything else you'd like to tell us about your experience with Preschool Story Hour? Please feel free to use the back of the page.

Thank you for answering our questions. Please leave this form with the librarian today.

---

[*] Survey from: Walter Virginia A. Output Measures for Public Library Services to Children. Chicago, ALA, 1992.

Cuestionario de la hora de cuentos para niños preescolares*

Por favor tome unos cuantos minutos para contestar estas preguntas. Nosotros estamos interestados en saber como usted y el/la niño(a) que usted trae a la biblioteca reaccionan a la hora de cuentos para niños preescolares.

1. ¿Cuántos años tiene el/la niño(a) que usted trae a la hora de cuentos? ________

2. ¿Aproximadamente cuántos veces han asistido a la hora de cuentos este año? ___

3. ¿Saca libros para su niño(a) cuando vienen a la hora de cuentos? Pon un círculo alrededor de la major respuesta.

   Siempre Nunca A veces No sé

4. ¿El/la niño se acuerda y repite las rimas y los juegos de dedos que el o ella escucha en la hora de cuentos.

   Siempre Nunca A veces No sé

5. ¿Es el contenido del la hora de cuentos apropriado para su niño(a)?

   Siempre Nunca A veces No sé

6. ¿Usa las hojas de actividades de proseguimiento con su niño(a)?

   Siempre Nunca A veces No sé

7. ¿Recomendaría a un amigo(a) a que traiga a su niño(a) a la hora de cuentos?

   Si No Quizás No sé

8. ¿Hay algo que quisiera contarnos acerca de su experiencia con la hora de cuentos? Sientase libre de escribir en el otro lado de esta página.

Gracias por haber contestado nuestras preguntas. Por favor deja este cuestionario con el/la bibliotecario(a) hoy día.

---

* Survey from: Walter Virginia A. Output Measures for Public Library Services to Children. Chicago, ALA, 1992.

Opinions vary among librarians as to the structure and formats of reading programs. Some libraries present a highly structured Reading Program during the summer; some have no formal structure at all; and most fall somewhere between these two extremes.

For instance, one library discovered that having a required reading list and requiring that a minimum number of books be read. This turned off the children in their program to the point that only 45% finished the program and received certificates. However, the children still seemed to enjoy the oral report's portion of their program, so the library changed the program to a contract system. They changed the oral reports to a group sharing situation in which one or two children shared, with others in a group, a book they had recently read.

Another library totally abandoned any type of structured program and just provided various activities in which the children could freely participate.

A third library was very successful with a formal structured program in which the children were required to read a certain number of books to receive a certificate. These varied program philosophies appear to result from the reasons why librarians do a Reading Program. To find out why you must first review your philosophy of programming, and in particular your philosophy on Reading Programs.

When you have reviewed your philosophies, ideas, and experiences, consider the following items that may also affect your program:

Facilities

A. What amount of space is available and for what size group?

B. Will the excessive noise level disturb other patrons using the library or is a separate room available for busy activities?

C. Is there a play area available for outdoor activities? Is a local park available for opening or closing parties?

D. The program has how much time each week, or on what time basis will the group meet?

E. Decorations and displays put up in the area, what kind?

Staff

A. How large is the staff?

B. Regular or volunteer staff does it increase or decrease in size during the summer months? Are 5th, 6th, or 7th graders used as volunteer helpers for your program?

C. How much time does staff and volunteers have to participate in the program? Or, are they needed in more critical areas? Is it a key time for staff vacations?

D. Can parents of participants help with activities or perhaps provide refreshments?

E. What special talents can staff and volunteers contribute to the program? (i.e., musical, arts & crafts, and drama)

Participants

A. The program accommodates how many children?

B. Will there be any age limitations?

C. Participants broken up into groups based upon age, reading skills, grade level, or do they participate as one large group?

D. Will a Read-to-Me program for pre-schoolers be offered?

Collection

A. Does the library need to purchase materials from the bibliography to supplement the collection?

B. Bibliographies printed for the participants as supplemental handouts to the program?

Scheduling

A. Decide when and how registration for the program will begin in the library.

B. Contact local newspapers, radio stations, and possible television stations to find out what their deadlines are for publicity.

C. What kind of school visit, if any, will there be? (i.e., thematic skit given, book talks, handout flyers or a short narrative on the program?)

D. Alert all other library staff as to the dates of the programs and the special events.

Budget

A. What arts and craft supplies do you have?

B. Does your budget limit the amount of supplies that can be purchased for certain activities?

C. Participants asked to provide their own supplies for certain activities to what extent?

D. Will it be necessary to purchase additional promotional materials to that which the state sends?

E. Is it necessary to ask for additional money for performer's fees, overhead costs -- rental space, or additional publicity -- flyers?

F. Is it possible to have a fundraising project to add to the available revenue for the program?

Miscellaneous

A. Can field trips be planned and executed?

B. How can you use guest speakers, musicians, artists, and story tellers in your program?

C. What kind of support might you obtain from various merchants and civic groups for the program?

D. Has anyone else developed an activity or idea that had great success that could be used in the program?

Questions like these, along with an understanding of your personal interests and philosophy and the particular needs of your community, will help build the foundation on which the structure of your Reading Program will be based.

Structured Programs

This format allows the librarian more control over the participants reading. It requires a larger staff and a larger collection of material.

1. Set age limits for children participating.

It is desirable to offer something for all age groups. If you only have time for one program, then try to reach an age group not normally served during the rest of the year. For example, if there is a storytime during the winter for pre-schoolers, offer something for school age children during the summer.

2. Determine the number of books children must read to get a certificate.

Try not to set the requirement so high that it will discourage children from reading or encourage "cheating" by way of reading below their level. It is important to remember that the slow reader, the learning disadvantaged and the handicapped child needs to feel that they belong. If you decide you want to require a certain number of books to be read by the participants, keep the number within a reasonable limit. Determine the length of your program and the average reading ability among your patrons. Make special provision for those children who are poor or non-readers to earn a certificate in some other way.

3. Create required reading lists.

Compile a list of books that reflect the theme of the Arizona Reading Program.

4. Avoid competitive programs.

If a library's main thrust is to reward the child who reads the most books, then the interest of the poor reader is lost. It is as great an accomplishment if the slow reader gets through one or two books as it is if the bookworm gets through 50 to 100.

5. Encourage oral or written reports.

Oral reports give the librarian and the child time to discuss books and gives the librarian an opportunity to determine in which direction to guide the child in future reading. Written reports stimulate the thinking and writing skills of the child.

NOTE: Be careful not to exclude any child because of handicap, reading ability, noncompetitive attitude or even part-time status in the program.

Nonstructured Programs

This format works best for small libraries with limited staff or volunteer resources. It is marvelous for the child who is looking for a **non-classroom** type summer activity.

1. Any child may participate.

2. There is no required reading list or minimum number of reports.

Design displays and special interest lists, but allow children to choose their own books from the library collection.

Any child who has participated to the extent of reading at least one book or participated in one activity may receive a certificate.

3. Children keep their own reading records for personal satisfaction.
4. If the child moves or goes on vacation to another part of the state and the local library there has a summer reading program, the child may continue the program with them.

Contracts or Individual Goal Setting

1. Do not require a minimum or maximum number of books to be read.
2. Children set personal goals of how many books to read.
3. Draw up individual contracts between the children and the librarian delineating the **agreed goal.**
4. Sign contracts before beginning the program or when the children read their **first books**.
5. Do not quiz children on the books they have read.
6. Make no restrictions on the type of literature to be read. Encourage children to read at or above their current reading level.

Read-To-Me Programs

Although Summer Reading Programs have traditionally been directed at children who have learned to read, in recent years many libraries have also offered Read-To-Me programs for preschool children. Offer these in conjunction with the Summer Reading Program using the same or a different theme or at a different time of the year as a separate promotional activity.

A Read-To-Me program involves parents and children reading together. Children get credit for each book read to them. Award a certificate or other small prize upon completion of a certain number of books. The library may issue reading records and/or have a bulletin board or display where children keep track of the number of books read.

The Read-To-Me program can be an excellent activity to implement with groups of preschoolers who attend story hour in the library or whom the librarian visits at a child care center. Center staff could introduce the program to parents and encourage them to join and use the library to complete the program. The library and center could give a joint certificate. This could be a good way to reach those parents who may not read to their children or be regular library users.

On the following pages are two lists of tips for parents. You may wish to photocopy them and provide them to parents when they register their children for the Reading Program

A Word (or 2) For Parents
How to Read Aloud With Your Child

1. PLAN AHEAD. Choose a time when there will not be interruptions; if possible have a regular time each day.

2. SELECT A QUIET, COMFORTABLE PLACE. Sit so your child can see the pictures easily--on your lap or near you.

3. SELECT SEVERAL BOOKS ahead of time that you think he/she will enjoy; read through them, yourself before sharing them so you can read smoothly.

4. TRY TO READ IN A NATURAL VOICE that's soft, low and interested.

5. BEGIN WITH THE FAMILIAR such as Mother Goose, finger plays, songs, poems, etc.

6. PAUSE AT INTERVALS. This gives your child a chance to react to the story and the illustrations.

7. RESPECT YOUR CHILD'S MOOD Boredom or restlessness perhaps indicate the book or time isn't right. If he/she doesn't want to discuss the pictures, don't step-up the pace. Your child may want to turn several pages to finish more quickly. Let her/him.

DOs

Take advantage of your child's interests, e.g., dinosaurs, trucks, etc.

Keep books around even if he/she shows little interest in them right now.

Ask questions as you read.

Encourage your child to make up his/her own stories to go with the pictures.

As your child reaches school age, begin to include longer stories that can be read one episode or chapter at a time. Graham's **The Wind in the Willows.**

DON'TS

Use story time to teach reading.

Compare your child to another who loves reading.

Be surprised if your child wants to hear the same book repeatedly The high interest and repetition will be good for him/her.

Basic Guidelines For Selecting Material To Read Aloud

1. You must like the story. You are more likely to draw an emotional reaction, if you are involved with the story yourself.

2. Books well written have vivid characterization and the pace is fairly fast—more action, and less description.

3. Five to ten minutes may be plenty of time to read to your child, because most pre-schoolers have short attention spans.

4. The real test of a good book is its ability to give pleasure to both parent and child. Listening provides natural opportunities for development of vocabulary and an acquaintance with English syntax.

MOST IMPORTANTLY, you help your child to know good books and poems in a relaxed, warm atmosphere.

The following list of tasks can be used to build a timeline. Remember to keep a monthly calendar with important dates marked. Planning calendars are included at the end of this chapter.

4 -5 Months Prior to Beginning of Summer

1. Review the manual thoroughly. Read over the activity sheets to plan for required materials.
2. Choose dates, structure and procedures of the program.
3. Check State Library Reading Program materials request form to be sure an accurate number of items has been ordered.
4. Create a calendar for tentative scheduling of programs.
5. Look for local talent and volunteers. Staff and patrons may have special talents and interests to share.
6. Order books to enrich the theme and order any media for programs. Check bibliography against holdings. Consider paperbacks to supplement where needed.
7. Send letters to Friends of the Library and community organizations asking for donations.

2-3 Months Prior to Summer

1. Finalize program schedules. Plan alternate programs in case of cancellations.
2. Confirm films, performers and craft dates. You may want to "kid test" crafts.
3. Order material for crafts.
4. Check AV equipment and repair as necessary. Buy extra lamps.
5. Prepare flyers with information about the program. Distribute to children and parents at schools and at the circulation desk.
6. Prepare bulletin board materials.
7. Prepare needed materials for volunteers.
8. Send letters to Friends of the Library and community organizations asking for volunteer helpers.

1 Month Prior to Beginning of Summer

1. Place posters in the community and in the library.
2. Visit newspapers, radio and TV stations to explain your publicity needs and take your first press release. This approach is advisable only in smaller communities.
3. Arrange and make school visits. Do not forget private and church schools in the area. It may be necessary to concentrate on certain grades due to time limitations. Distribute flyers during your visits and ask to have notices put in the school's last newsletter or in flyers sent home with report cards. Remember the parent groups or organizations like Girl Scouts, Boy Scouts and day care groups in your community.

2-3 Weeks Prior to Summer

1. Have staff meetings about the programs planned and pass out schedules.
2. Begin decorating the library.
3. Make packets for registration. Try to include reading records, schedule of events and membership cards.

Remember to write these schedules and events on the calendar. How many weeks will the Reading Program run? What day will you clear school visits with the principal and the librarians of each school? When does school end? What are the other events in town? (For example when does the pool open, camps begin, or little leagues have play-offs?) When will registration for the library reading program begin? End? What are the print deadlines for local school newspapers, community newspapers, church bulletins, community or civic club newsletters? When will you put up posters in the schools, in the community? What days will you have special activities? Will there be a special opening event and closing celebration? What is the staffs' vacation schedule? Will you have an orientation for staff, volunteers and friends group?

When you have developed your timeline and finish as many of the reading programs dates as possible, publicize them in your opening announcements. Be sure everyone knows about the events happening in the library, so other activities won't be scheduled that will compete with the library. It is a good idea to include a list of activities in newspaper publicity throughout the reading program to remind other program planners of your schedule.*

---

*Adapted with permission from the Tennessee State Library and Archives from **Cool Cats/Hot Books Summer Reading Program Manual** ©1989.

December

Things To Do:

☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐

November

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

January

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January

Things To Do:

☐ ____________________
☐ ____________________
☐ ____________________
☐ ____________________
☐ ____________________
☐ ____________________
☐ ____________________
☐ ____________________
☐ ____________________
☐ ____________________
☐ ____________________
☐ ____________________
☐ ____________________
☐ ____________________

December

				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February

			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	*2*	*3*	*4*	*5*	*6*	*7*
8	*9*	*10*	*11*	*12*	*13*	*14*
15	*16*	*17*	*18*	*19*	*20*	*21*
22	*23*	*24*	*25*	*26*	*27*	*28*
29	*30*	*31*				

February

Things To Do:

☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

January

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

March

			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

March

Things To Do:

☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February

			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

April

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

April

Things To Do:

☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	*3*	*4*	*5*	*6*	*7*	*8*
9	*10*	*11*	*12*	*13*	*14*	*15*
16	*17*	*18*	*19*	*20*	*21*	*22*
23	*24*	*25*	*26*	*27*	*28*	*29*
30						

March

			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

May

	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

May

Things To Do:

☐ ______
☐ ______
☐ ______
☐ ______
☐ ______
☐ ______
☐ ______
☐ ______
☐ ______
☐ ______
☐ ______
☐ ______
☐ ______
☐ ______

April

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

June

				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June

Things To Do:

☐ ______
☐ ______
☐ ______
☐ ______
☐ ______
☐ ______
☐ ______
☐ ______
☐ ______
☐ ______
☐ ______
☐ ______
☐ ______
☐ ______

May

	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

July

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	*2*	*3*
4	*5*	*6*	*7*	*8*	*9*	*10*
11	*12*	*13*	*14*	*15*	*16*	*17*
18	*19*	*20*	*21*	*22*	*23*	*24*
25	*26*	*27*	*28*	*29*	*30*	

July

Things To Do:

☐ ____________________
☐ ____________________
☐ ____________________
☐ ____________________
☐ ____________________
☐ ____________________
☐ ____________________
☐ ____________________
☐ ____________________
☐ ____________________
☐ ____________________
☐ ____________________
☐ ____________________
☐ ____________________

June

				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

August

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	*3*	*4*	*5*	*6*	*7*	*8*
9	*10*	*11*	*12*	*13*	*14*	*15*
16	*17*	*18*	*19*	*20*	*21*	*22*
23	*24*	*25*	*26*	*27*	*28*	*29*
30	*31*					

August

Things To Do:

☐ ____________________
☐ ____________________
☐ ____________________
☐ ____________________
☐ ____________________
☐ ____________________
☐ ____________________
☐ ____________________
☐ ____________________
☐ ____________________
☐ ____________________
☐ ____________________
☐ ____________________
☐ ____________________

July

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	*2*	*3*	*4*	*5*
6	*7*	*8*	*9*	*10*	*11*	*12*
13	*14*	*15*	*16*	*17*	*18*	*19*
20	*21*	*22*	*23*	*24*	*25*	*26*
27	*28*	*29*	*30*	*31*		

Preparing Printed Matter*

Face-to-face public relations and promotion for specific programs are a much easier job when accompanied by something tangible to hand out. Printed matter always helps underscore the message and leave a physical reminder of the program. Publicity pieces for the Arizona Reading Program can be as simple as a bookmark or flier. Reproduction by a quick printer for large quantities or a good copier for smaller needs is inexpensive.

The clip art for the Arizona Reading Program is yours to adapt and use however you like. Reduce it, enlarge it, reposition it, cut it up, color it, whatever.

Use a variety of techniques to prepare professional-looking custom information on printed matter. If you have access to a copier that reduces and enlarges, transform simple typewritten copy into a larger, bolder version, ready to paste-up in a layout.

Art or graphic supply stores, and quite a few stationers, carry a wide variety of "rub-on" lettering. One or two sheets of lettering should be enough to see you through all your printed pieces. It is relatively easy to use the letters. Suggestion: apply the letter to a separate sheet of white paper, then cut the set type out and past it to the layout. Set type line-by-line, cutting out and placing each line of type individually in relation to the other lines of type. This technique prevents tragic and unsightly placement of letters directly on a layout, and lets you play with your arrangement a little before you commit it to glue.

Professional typesetting is not terribly expensive. Take just a few headlines, your library's name, address, the pertinent facts of your program to be set, and then photocopy the additional copies and sizes you need at the library. Nearly any mechanical means of typesetting, including typewriter copy, looks more professional than hand-done lettering. **UNLESS YOU'RE A WHIZ CALLIGRAPHER, RESIST THE TEMPTATION TO HAND-LETTER!**

The Importance of an Information Form

When you solicit monetary support for your program, be it in kind support, museum passes, ice cream coupons or a feature story in the newspaper, include a business-like fact sheet in addition to your printed publicity pieces. The fact sheet should include:

- the purpose of the Reading Program
- who will be involved in the program, and how participants will benefit
- dates, times, and locations
- this year's theme
- special plans for the summer
- what kind of help the library needs
- who to contact at the library for more information

---

* Adapted with permission from the Tennessee State Library and Archives **Cool Cats/Hot Books Summer Reading Program Manual,** ©1989.

- past programs and themes
- statistics from previous years

Having a background sheet that includes details lets potential sponsors, helpers and reporters know that you're serious and organized about your program. It can save much time for you in terms of answering philosophical questions or explaining the reasons for the program.

Person to Person Contact

Nothing makes people more likely to come to the library than a personal invitation. Failing a personal invitation, a judiciously posted flier can work wonders. If you can possibly spare the time to get out in the community, you'll find that your efforts are worth it. Arm yourself with bookmarks and visit the classrooms to talk with kids. If you can't spare the time, use the mail! Write a peppy cover letter and mail bookmarks to the school principal for distribution to the students. Ask to speak to PTA groups and for announcement space in their newsletters. Catch kids and parents where they are: send library staff home with fliers to post at their neighborhood stores. Take a pile of bookmarks to your local bookstore and ask them to give bookmarks out with purchases. Call upon all those organizations who post notices at the library to post notices for you, or to mention your program in their newsletters. Freely mail your information to any adult who seems interested, and of course, use it if you're soliciting goods or money.

Perhaps the best public relations you do at the library itself are promoting the programs to the parents and children who use the library. These are the most likely candidates for your program. Inform your staff of every last detail of the Arizona Reading Program and spend several weeks hitting up everybody who walks through the door with Arizona Reading Program information and encouragement. Post fliers and posters generously around the library—and put your reading sign-up station in a conspicuous spot. Create a splashy display. Post the kids' names as they join. Attract attention and encourage questions.

Handling the Media

The library has many allies in the community, and media people are among them. Don't be shy about asking for coverage. Assume you're on friendly ground and tell your story around!

Newspaper Features

Newspaper stories are wonderful program packers. No other medium allows you so much time and space to tell your story. You can usually get in all your nitty-gritty details and still have time to philosophize about the greater meaning of the Arizona Reading Program. Drop off a packet of information materials (your information form and other pertinent pieces) to the newspaper. With a small community newspaper, call the editor and talk about doing a feature article. Include a news release, written in narrative form, that explains your program briefly.

Double space your news release, and begin typing your copy on the lower half of the page, continuing your narrative on succeeding pages, if necessary. It is best to keep to one page and add a fact sheet. This spacing allows room for editorial comments, notes, and other comments.
Make it clear in a cover letter that the materials are adaptable, and that the paper is free to use them in any way they see fit. Many community papers will use your writing verbatim;

other swill adapt the writing or write their own feature articles. Make it easy for paper people to find you or your contact person for interviews or to answer questions. Many papers are glad for you to come in and talk to them personally; find out on the phone what they prefer. If your paper gives you a feature story on the Reading Program at the beginning of the summer, ask them then about doing a follow-up story at the end of the summer. How programs turn out interests most newspapers.

Whenever possible, include a photograph with your press release. Photos are always more eye-catching than just text, and editors love them because photos of local people (especially kids) sell papers! Send clear black-and-white pictures.

Radio Public Service Announcements

Never underestimate the power of the radio. People listen. All radio stations, to maintain their broadcast licenses, are obligated to run public service announcements (PSAs) regularly, free of charge to community organizations. Most are more than happy to receive PSAs and graciously give good airplay to them. Most stations would prefer to receive a typed PSA that announcers can read off the cuff at various intervals instead of a produced, taped spot that they must plan to use. Ask the station for a taped or live on-air interview about your program. If interviews are featured regularly on your station, you might just want to pursue this. All you need to do to get a PSA on the air is to mail it in. Call the station's switchboard to find out the name of the Public Service Director and mail your announcement to that person. A simple cover letter requesting support for the program assures air-time. A few rules of thumb govern the writing of PSAs:

Always include, at the top of your PSA, the following information:

DATE: (Date you're sending the announcement out)

PUBLIC SERVICE ANNOUNCEMENT RE: (Brief description)

PROGRAM DATE: (Date your program starts)

AIR DATES: (Choose a time period over which you want announcement made)

FOR MORE INFORMATION: (Your contact person's name & telephone)

TIME: (10 sec., 20 sec., 30 sec., etc.)

Double-space your announcement for easy reading. Use ALL CAPS for the same reason. Make sure your announcement and header information (above) all fits on one page. You may want to send in several PSAs of varying lengths, to give the announcers a choice. Send each one on a separate sheet, each with the same header information.

Keep your messages within the 10-, 20-, or 30-second limit. Time it yourself, reading at a normal pace, to make sure. Always include the pertinent information in your announcement: Who, What, When, Where, and How to get more information. There's no time in a 30-second announcement to get to the Why—spend your remaining seconds on a catchy invitation.

Television Announcements

Television stations must provide public service time, too. Many have noon or morning "magazine" shows that include a regular segment of time for community announcements. All you need to do to get your announcements read during these times is call the station to find out who coordinates announcements for the show, and mail your information to that person.

Getting a stand-alone public service announcement on television (one that is run in a string of commercials during regular programming) is a little more complicated. You must call the Public Service Director at the station to arrange this. Taped public service announcements must be shot on 3/4" videotape (home cameras use 1/2" tape), and are difficult for most libraries without studios to produce. You may be able to talk your local station's Public Service Director into filming a spot for you and duplicating it for other stations in the area. Before approaching a station about doing this, you must have a script and scene in mind. It's much easier for them to make a decision if they have some idea what it's going to involve. If a taped PSA is out of the question, most stations will accept a slide and an announcement. They will hold the slide on screen while they run a taped voice-over of your announcement. Wording should be similar to radio spots—nothing longer is appropriate. Your slide can be a "reproduction" of the Reading Program artwork. Make it colorful. When shooting slides for television, remember to leave a very wide border around your actual copy. Not all of slide is picture shows on a television screen. Do not use white as a background color; white shimmers and glares on TV. Slides of library activities might also be appropriate for PSAs: keep your main visual idea restricted to the center area of the slide.

*A MAJOR WORD OF CAUTION ABOUT TELEVISION ANNOUNCEMENTS

Television is an incredibly regional medium. Always bear in mind the impact your announcement will have on other libraries than your own. Your announcements may be seen by viewers over many counties—and everybody's library has a different thing going regarding program specifics such as dates, events, awards, and so forth. Keep your TV PSAs generic enough so they won't cause heartbreak or utter chaos in somebody else's library. Call around to other libraries in your viewing area and get their feelings on the issues before you approach the TV people.

TV News Coverage

Go for it! If you have an event (an **event**, not a summer-long program) that's newsworthy, call the News Director at your station. Be very specific about what a camera might see, how many people are expected to be there, and how many kids participate. Paint a colorful picture and tempt the news people with a good "parting shot" on the nightly news. Tell the News Director you'll drop off some background information at the station, then do it. (Include your information for the Arizona Reading Program, and any other pertinent materials you have on hand.) Add a separate sheet that gives details on the event you're wanting covered: time, place, what's happening when, and what good visuals they might find. News people can never commit to coverage ahead of time (you're up against national news and local house fires) but most are willing to seriously consider library stories, especially when kids are involved.

SAMPLE NEWS RELEASE

From: (Library) Date: (Current Date)
(Street) Contact: (Name)
(City/State/Zip) (Phone)
RE: Reading Program Release Date:

PANDAMONIUM AT THE LIBRARY

At the __________________ Public Library, we are gearing up for summer "pandamonium". Not only does this mean fun times ahead, but our theme, **Pandamonium at the Library**, covers everything from pandas to crafts and games for you. If you are between the ages of ______ and _____, join the "pandamonium" at name of library __________________. The library staff is planning wild adventures for you. You will read great books, play exciting games, see musicians and magicians, and have a simply stupendous time this summer! Call or come by the library for more information.[1]

---

[1] Adapted with permission from Dorothy White, State Library of Louisiana, Summer Reading Program

SAMPLE NEWS RELEASE II

From:	(Library (Street) (City/State/Zip)	Date: Contact:	(Current Date) (Name) (Phone)
RE:	Reading Program	Release Date:	

SUMMER READING CONTINUES

The Arizona Reading Program is back again this summer at ______name of library______. Kids ages______to______ are invited to join the library staff in a whole new adventure! Enjoy a summer filled with games, puzzles, performers, artists, movies, stories and more! Come by ______name of library______ or call us at ______________________ to sign up for **Pandamonium at the Library**.[2]

---

[2] Adapted with permission from Dorothy White, State Library of Louisiana, Summer Reading Program.

SAMPLE NEWS RELEASE III

From:	(Library	Date:	(Current Date)
	(Street)	Contact:	(Name)
	(City/State/Zip)		(Phone)
RE:	Reading Program	Release Date:	

PANDAMONIUM AT THE LIBRARY

Pandamonium At The Library is the theme of this year's Reading Program at the ________________________________Library. Open to children ages ________ to ______ this weekly program encourages and emphasizes the joys of reading, through educational and fun summer activities.

The children may begin to register for the program on _____________________; activities begin______________________. The ____________________________Library is located at ____ and you may telephone _______________________________ at ______________________________for additional information about the program.

FOLLOW-UP NEWS RELEASE

From:	(Library) (Street) (City/State/Zip)	Date: Contact:	(Current Date) (Name) (Telephone Number)
RE:	Reading Program	Release Date:	

PANDAMONIUM AT THE LIBRARY

More than ______ young people participated in **Pandamonium at the Library**, the Arizona Reading Program held at the ____name of library____________. **Pandamonium at the Library**, a program provided by the Arizona Department of Library, Archives and Public Records and local libraries, was a huge success! Performers who gave presentations at the library were (list names and their specialty).

Librarian, ________________________, reports that children's programming will continue this fall with (indicate plans and dates).[3]

---

[3] Adapted with permission from Dorothy White, State Library of Louisiana, Summer Reading Program.

SAMPLE PUBLIC SERVICE ANNOUNCEMENT I

From:	(Name of Library)	Date:	(Current Date)
RE:	Reading Program	Air Dates:	Time Period for Announcement
Program Date:	(Date Program Starts)	Contact:	(Name) (Telephone Number)
Time:			

This summer promises to be a wild time for adventurous young explorers who stop by the public library. **Pandamonium at the Library** is this year's Arizona Reading Program theme. Here are some of the events that will be taking place (list activities) at the public library:

Call the ______(name of library)__________________ at ______________________________ for more information. Brought to you by your local library and the Arizona Department of Library, Archives and Public Records.[4]

---

[4] Adapted with permission from Dorothy White, State Library of Louisiana, Summer Reading Program.

SAMPLE PUBLIC SERVICE ANNOUNCEMENT II

From: (Name of Library)
RE: Reading Program
Program Date: (Date Program Starts)
Time:

Date: (Current Date)
Air Dates: (Time Period for Announcement)
Contact: (Name)
(Telephone Number)

Make crafts! Play games! Listen to story tellers, magicians! Create and invent! Hug a panda! The ______(name of library)______ is sponsoring **Pandamonium at the Library,** this summer's Reading Program. If you are between the ages of ______ and ______, join the fun at the Arizona Reading Program.

FINAL NEWS RELEASE

From:	(Library)	Date:	(Current Date)
	(Street)	Contact:	(Name)
	(City/State/Zip)		(Telephone Number)
RE:	Reading Program	Release Date:	

PANDAMONIUM AT THE LIBRARY

This summer, 1995 Arizona Reading Program - **Pandamonium at the Library**, was held at the name of library ______. ______ (number of children) discovered the joy of reading and were entertained by craftmaking, storytellers, activities, magicians, all at the library. Over a period of ______ weeks, more than (number) (books or minutes) were enthusiastically read by the participants. Children received prizes such as (list some here) ______ as they met reading goals. Local sponsors included ______ (list here, if any) ______. In conjunction with the **Pandamonium at the Library** program, ______ attended special events held at the library.

For information about programs at the ______ Library this (month) ______, you may telephone ______ at ______. The library is located at ______.

It is very important during your reading program to recognize the progress your participants are making. Do this in one of two ways. The first is through incentives: items you receive from the State library, or items donated by the local merchants or items you purchase yourself. The second way you recognize your readers is to give each participant a certificate.

Awarding Certificates

Award the certificates at the end-of-summer celebration, through schools after school begins, or individually as children complete requirements.

1. Many libraries plan special programs or parties to wind up the Reading Program on a festive note. If the library distributes certificates at a final celebration, make it seem special. Perhaps the library can have a special guest, such as a local official, to help give out certificates. Libraries who have done this reported that they had many unclaimed certificates, and indicated that this process needs a back-up distribution system.

2. If the library plans to distribute certificates in the fall through the schools, contact the schools for approval in the spring. Ask to be able to do this at an assembly if possible.

3. Some libraries give certificates to children as they complete requirements. This has the advantage of solving the problem of unclaimed certificates at the summer's end. However, it may make children feel they have finished the program and thus finished the reading for the summer. If you use this approach, be sure staff tells the children as they award certificates that they hope the children will keep reading and visiting the library. The library can still have an end-of-the-summer party without the certificate distribution.

Incentives

Many libraries like to give children some other small token for completing the program. There are arguments for and against prizes, but library budgets generally ensure they are very modest. Hint: Do not save something for a prize that is better used as a promotional item early in the program.

1. There are many ways in which public libraries can reward children for participating in the library's reading program. Incentives ranging in cost from bookmarks printed by the state library to T-shirts (one of the more expensive prizes) with the program slogan. Free tickets and coupons are also good incentives. For example, one year the Houston Astros, Denny's, and Whataburger supported a summer reading program by providing free tickets to Astros games, coupons for free snacks at Denny's, and free Whataburgers. One library provided top readers with such incentives as coupons for free mini-pizzas (Pizza Hut is usually willing), ice cream sundaes and movie tickets. Larger rewards, such as sun visors and wrap-around sun glasses, while still low cost may be provided by the Friends of the Library.

2. Buttons are extremely popular with the children. One year a library discontinued passing out club buttons to the children enrolled. They found out from the resulting outcry that the buttons were an important part of the whole program. Kids collected the buttons from the first time they enroll and built collections that they valued highly. The following year they brought the buttons back, and reading jumped 10%. Many of the sources listed in the appendix (starting on page Q-11) offer buttons at a minimal price; if you have button-making machines, volunteers could design and make them for your program.

3. Another way to stimulate the interest of children in the Reading Program is to introduce computers. One library borrowed four Apple computers. Kids registered themselves on the computers. They kept track of their own scores as they played the reading game on a Monopoly-like game board. The kids read in specified subject areas for extra points, drew picture book reports, participated in the weekly trivia contest, and attended library programs. One of their librarians did the computer programming and designed the reading games. A big plus was the reduction in paperwork usually involved in keeping track of the participants.

Games

Games are a great way to stimulate interest in reading programs. One of the benefits of a reading game is that it attracts the average and poor readers, as well as the better readers, and everyone has an equal chance. If you are interested in finding out about Enoch Pratt's summer reading game, a report on it appears in the Spring 1986 issue of *Top of the News* magazine.

The important thing to remember is that a positive reinforcement of a love of reading is the main goal. Children's librarians have long held as their foremost objectives those so well formulated by Harriet Long in her book **Rich The Treasure:**

1. "To make a wide collection of books easily and temptingly available."
2. "To give guidance to children in their choice of books and materials."
3. "To share, extend, and cultivate the enjoyment of reading as a voluntary, **individual pursuit**."
4. "To encourage lifelong education through the use of public library resources."
5. "To help children develop their personal abilities and social understanding to the **fullest**."
6. "To serve as a social force in the community together with the child's welfare."

An Alternative View

Opponents of reading programs feel that there is a tendency by parents, teachers or the children to make participation competitive. The child reading the largest number of books is the winner of the game. This emphasizes quantity over quality and discourages some children. Some librarians feel that no awards or prizes should be given, that the only reward should be the pleasure derived by the child. Some libraries award certificates to children who read the required number of books. The schools often cooperate by presenting these certificates at assemblies. This recognizes the child's effort and encourages other children to realize that reading can be a pleasurable experience.

Also, the system of awarding prizes differs from one library to another. Some libraries reward children based on the number of books read, some on the number of pages read, and some even recognize simply the amount of time spent reading. In whatever way your library recognizes the children's participation, give some form of reward.

"...Children who are not told stories and who are not read to will have few reasons for wanting to learn to read."

Gail E. Haley, 1971 Caldecott Medal acceptance speech.

"...While enriching your child's world, don't overlook the fact that looking at books and being read to is one of the best preparations for learning to read oneself."

Toni S. Gould, **Home Guide to Early Reading**.

"...Do you read to the older children who can read for themselves? If you do not, you are depriving them of a pleasure they will remember all of their lives."

Charlotte Leonard, **Tied Together**.

As librarians, we are well aware of the benefits of reading to children. We have heard the testimonials, read the research, made our own observations. We believe strongly in the practice, but we have the opportunity to read to the same children maybe once a week. School teachers can at least read aloud to the same children every day, but we all know that the greatest impact is made by the parents who read in the home. Use the Reading Program as an opportunity to encourage reading as a family activity.

Get parents involved from the beginning of the summer reading program.

Hold a kick-off event for the Arizona Reading Program involving parents and children. If possible, have the parents and children come to the same event, breaking into separate groups after a welcome and explanation of the Arizona Reading Program.

During the parent component:

Invite a local reading specialist to give a brief presentation to the group. Colleges, universities or local school districts are all sources for speakers. The speaker should keep it short and realize that the audience is composed of parents, not educators or other specialists.

Parents not in the habit of reading aloud may be hesitant to make their first choices. Prepare a list of books you think are especially suited to the purpose. Draw attention to the list and, if possible, make enough copies to give away.

Book talk your parents! Draw their attention to books for adults that will help them get started reading aloud or inspire them. **The New Read-Aloud Handbook** by Jim Trelease is excellent. It contains lists of proven read-aloud winners. Describe or quote briefly from one or two titles.

At the end of the parent component, bring groups back together and have someone read a story or chapter to the entire group. Prepare the reader with an enticing selection, but read it, do not perform it. While everyone enjoys a good storyteller, we want to convince parents that reading and listening together is a pleasurable experience within any family's reach.

There is a rationale for stressing brevity in the parent's program. We want parents to find the program interesting and quick-moving, but we do not want to overwhelm them with the idea of reading as a family. If parents think they have to make radical overnight changes in the family's routine, they may not even get started.

Parental Program Tips

Have a guest book for parents to sign that includes addresses so that you can send invitations to future events or other information.

Provide refreshments to foster an informal, social atmosphere.

Create displays of books from reading lists so individuals can easily pick them up at the end of the program.

Allow time at the end for browsing and socializing.

Keep everyone involved during the length of the Arizona Reading Program.

If you use contracts for a reading program, allow books or pages read by parents to count toward fulfillment of the contract. Parents could make a separate contract, if they prefer, but either contract should allow the books read to count for older children as well as Read-To-Me participants.

Was the atmosphere enthusiastic at your kick-off event? If so, try a midsummer parent/child get together. You may want to have someone share a favorite book or excerpt and/or show a short film based on a children's book. Draw attention to any interesting new titles and be prepared to recommend more favorites. Allow families plenty of time to swap experiences and favorite titles as well as to browse.

A biweekly or monthly read-aloud newsletter could be a feature. This can be as simple as a photocopied list of additional titles especially suited for reading aloud or a report of the children's activities in the Arizona Reading Program. Use your mailing list if funds permit or send a sheet home with the children.

Have the last meeting of the Arizona Reading Program at a time when parents can attend and make it a big celebration. You may award certificates at this time. You can award special certificates for reading families or indicate on the child's certificate (with gummed stars or stickers) how many books were read aloud by a parent.

Refer to the section **A Word (or 2) for Parents,** in the chapter on program structures. This section has many useful tips for parental involvement. You may wish to photocopy the tips and hand them out to parents when they register their children for the Reading Program.

SPECIAL NEEDS CHILDREN AND THE ARIZONA READING PROGRAM

Involving Visually and Physically Handicapped Children in the Arizona Reading Program

In recent years, visually and physically handicapped children have participated in the statewide Arizona Reading Program. Visually impaired or physically handicapped children in your community may want to participate in the local Summer Reading Program along with their peers. This can be accomplished by using Braille or talking books instead of print and with some assistance from the library staff.

There are a few simple things you can do to help make visually impaired children more comfortable in your library. Identify yourself and others who may be with you when you greet someone with a visual impairment. Let the person know what you are doing and where you are going. Ask if the person needs assistance getting around the library and let the person take your arm, which allows you to be the guide.

With a little help, visually impaired, blind, or handicapped children can participate in much of regular library programming. Visually impaired children can enjoy story hours along with their peers with a minimum of special effort by the storyteller. It is most important to select the story carefully so that understanding the text is not dependent upon illustrations which cannot be easily explained. You do not need to avoid such words as "see, look, read." If the child can't see gestures or facial expressions, try to include objects and tactile experiences. The storyteller can use hearing, touch, tasting, smelling, imagination, and emotions to encourage the listeners' interest. Depending upon the story line or narration, visually impaired children can also enjoy films or video if they are introduced and given explanation when needed. Many children's books are printed in larger then normal print, and children who read large print may be able to enjoy summer reading with some guidance toward these books. If you are unsure about a child's skills and ability to participate, discuss it with the child and/or the parents.

Through publicity and local encouragement, we hope to extend summer reading activities to larger numbers of visually and physically handicapped children and to support participation by visually and physically handicapped children in their local library's summer reading program, by using talking and Braille books.

Talking Book/Braille Service Overview

What is available?

Talking books, Braille books, and catalogs of titles; talking books are complete books recorded on cassettes or records. They are circulated throughout the state by the Arizona State Braille and Talking Book Library in cooperation with the National Library Service for the Blind and Physically Handicapped (NLS), a division of the Library of Congress.

The book collection is much like that of a public library; books are selected to appeal to a wide range of reading interests. Registered borrowers receive large print catalogs and the bimonthly *Talking Book Topics or Braille Book Review* to use in selecting books they wish to read. A separate set of catalogs list books for children.

It is necessary to use the NLS playback equipment because the books are recorded at a slower speed not generally available on commercial equipment. Record and cassette players are loaned free of charge as long as library materials are being used.

Accessories for the equipment which are available for loan include: extension levers for the cassette player; special amplifier for use with headphones for hearing impaired persons; remote control unit; and solar battery charger.

There is no charge for any of the materials. Books and equipment are mailed to the reader and back to the library postage free.

Who is eligible?

Anyone unable to read conventional print, hold a book, or turn pages due to a physical limitation is eligible. This includes blind children, children whose visual disability prevents the reading of standard print material, physically handicapped children unable to handle standard print material, and children having a reading disability resulting from an organic dysfunction of sufficient severity to prevent their reading of printed material in a normal manner.

In cases of blindness, visual disability, or physical limitations, the disability may be certified and the application signed by doctors of medicine or osteopathy, ophthalmologists, optometrists, registered nurses, therapists and the professional staff of hospitals, institutions, and public or welfare agencies, or a professional librarian. In the case of reading disability from organic dysfunction, the application must be signed by a doctor of medicine or osteopathy, who may consult with colleagues in associated disciplines (such as school psychologists or learning disability teachers).

For more information about eligibility and certification, contact the Arizona State Braille and Talking Book Library at 255-5578; outside the Phoenix area, call 1-800-255-5578.

How does the service begin:

Obtain and complete an application form; eligibility must be certified before equipment can be loaned. Return the completed application to the Library. Equipment is sent to eligible patrons, and a readers advisor contacts each new patron to begin service, discuss reading interests, etc.

Patrons may submit request lists; or, staff will select books for patrons in the subject areas they designate. When one book is returned to the library, another is sent. They may always increase or decrease the number of books sent, place a "hold" on service temporarily, or modify their reading interest list.

For more information, contact Linda Montgomery, Director Library for the Blind and Physically Handicapped Division:

State of Arizona
Department of Library, Archives and Public Records
Talking Book and Braille Library
1030 North 32nd Street
Phoenix, AZ 85008
(602) 255-5578
In-State WATS: 1-800-255-5578
FAX #: (602) 255-4312

PROGRAMS THAT OPEN DOORS

Programming for children with special needs lets them know that they too are valued library patrons.

by Judith Schimmel

I didn't know if we were welcome," I said Mrs. Stone candidly. As the mother of Jennifer, a child with cerebral palsy, Mrs. Stone was accustomed to obstacles and subtle discrimination. Until recently, she viewed the library warily, with the palpable fear that activities in the children's room were primarily for those youngsters who look and act "normal." Finally, after attending several of our new programs, Mrs. Stone and Jennifer feel comfortable here. This past summer, Jennifer reported for the first time as an official member of our Book Banquet Summer Reading Club.

How did we enlarge our net to pull in special needs children and convince them that they are valued library patrons? First, we had to recognize that we were not adequately serving this segment of the community. We had to face the fact that we had not reached out to them in any tangible way.

Special Storytimes

Just prior to registration for fall 1992 storytimes, the mother of a five-year old, severely disabled boy asked to sign up her son. In the past, we had mainstreamed a few special needs children into our storytimes. But, this child was both physically and mentally challenged. He also had a visual deficiency. Would I be doing a service or disservice to this child by placing him in a group with 25 other children? How could I respond effectively to this mother's request?

I approached our library director and explained that parents of special needs children wanted storytimes and that perhaps we needed to expand the range of our programs. The only thing on our menu was mainstreaming, and if that didn't work, there was nothing at all. I received permission to determine if there were parents who would want a separate storytime for their special needs children and, if the interest was there, to form such a group. We would still offer mainstreaming, but now we would be able to provide an additional option.

In fall 1992, I placed an announcement in both the school district's newsletter and the public library's publication to gauge interest. I received numerous calls, many from people offering encouragement and assistance. The president of SEPTA (the Special Education Parent Teacher Association) and the school district's director of special education services expressed their support and volunteered to publicize any programs we started.

Eight parents called me, and I spoke with each one at length. These parents were reluctant to put their children in one of our typical large groups and were eager for a specialized, intimate program. I gathered information from each parent about their specific needs.

It became apparent that we needed two separate groups: one with parents and one without. Some of the children were used to and required close supervision. This first group consisted of children attending full-day programs outside the district. Their parents enthusiastically offered to attend and to participate actively.*

---

* Reprinted with permission, from *School Library Journal*, © by Reed Publishing, USA; November, 1993 issue, pp. 36-38.

The second group comprised children enrolled in classes within our district. The parents of these children did not want to be present at storytime. Instead, they wanted a successful independent experience for their children. I was hopeful that, with a small group, we could make this happen.

Staffing and Approaches

Once we made the decision to go ahead with our special needs storytimes, the next problem to address was staffing. Although our library staff lacked special education training, we did have the assets of enthusiasm, energy, and a strong sense of commitment on our side. So, we forged ahead and let our instincts and observations guide us.

The Saturday morning parent-child storytime became my project. Our beginning enrollment was four children and four parents. Two librarians then volunteered to devise a program for the Monday afterschool group of five children (without parents in attendance).

We agreed to approach the special storytimes in much the same way that we planned our regular sessions, but with a few modifications. We decided to create a more contained, cozy setting than our large meeting room provided. A portable shelf unit displaying picture books and stuffed animals, plus two freestanding bulletin boards covered with bright posters; successfully created a private hideaway that could be set up and dismantled with relative ease. We also purchased a set of rhythm instruments and a flannel board. For both groups, we decided to begin with a traditional program, mixing stories, finger plays, songs, and creative movement exercises.

We anticipated that our new clientele would present unexpected challenges. We had to adjust to the fact that special needs children attend to stories in unique ways. For example, two autistic brothers are in my Saturday parent-child group. I spoke to their teacher before our first session, and she shared a great deal of useful information about them and volunteered to be present. She herself was curious to see how Billy and Bryan would react in this setting. Reading *Russell Is Extra Special: A Book About Autism for Children* by Charles A. Amenta, III (Magination Press, 1992) gave me additional insight into the nature of childhood autism.

During our first storytime, Billy and Bryan would walk around the room intermittently and speak at random. I knew, however, that this did not mean they were not listening. Once I recognized their various ways of tuning in, I began to understand that they were indeed enjoying the programs.

The Magic of Books

Certain books have proved magical in their effect with our special needs groups. Bill Martin's *Chicka Chicka Boom Boom* (S. & S., 1989) keeps the children spellbound, as do Maurice Sendak's *Where the Wild Things Are* (HarperCollins, 1963) and Margaret Wise Brown's *Goodnight Moon* (HarperCollins, 1947). We also include lift-the-flap books, such as the Spot stories by Eric Hill, in each session.

A great favorite in the novelty book category is Lucy Cousins *Maisy Goes Swimming* (Little, 1990). After hearing that story last year, Jennifer, whose movement is restricted by her cerebral palsy, was intent on helping Maisy change her clothes. Mrs. Stone bought Jennifer her own copy of the book, purchased a special clamp for her wheelchair, and fastened the book to it so that Jennifer could turn the pages and play with Maisy unassisted. Mrs. Stone told me that neither she nor Jennifer's teacher had known about the Maisy titles before the library program.

Songs and finger plays are also very popular with the children. "Eentsy Weentsy Spider," "Open, Shut Them," "Twinkle, Twinkle, Little Star," and "Head, Shoulders, Knees, and Toes" are great favorites and invariably elicit giggles and squeals of delight. Parents enjoy the opportunity to learn these rhymes to sing with their children, and many have told me that they have become new family traditions at home.

Flexibility and the intimate nature of the groups contribute greatly to our success. If the children love a particular book, sometimes we repeat the story, much to their great delight. Or, we improvise and change gears immediately if something doesn't click. Billy and Bryan's teacher has suggested that we keep pretzels available, and we find that this simple treat helps to keep some of the children focused.

Our special needs storytimes have become unique social gatherings that the children and parents anticipate with excitement. Jennifer's mother wrote in a letter to our library board, "Our children need this service. My daughter may not read or write, but she understands that she has someplace to go to have a good time."

For Billy and Bryan, storytime provides a safe opportunity to interact with people and books. Both boys have surprised their teachers and family members by repeating our storytime finger plays and songs at home and at school. Certain favorites have even been incorporated into their classroom curriculum. The boys' parents, Mr. and Mrs. Norton, are encouraged to see their sons make occasional eye contact with me. They wrote, "Just knowing they can sit for a story is more wonderful than you can imagine

The Summer Reading Club

After we completed our first year of special storytimes (which have been renewed for the coming school year) our next opportunity to expand our services came in the form of Library Services and Construction Act (LSCA) funding through the Nassau County (NY) Library System. We received a mini-grant for the purpose of recruiting exceptional children into our summer reading program.

I called my liaison at SEPTA and asked for feedback on how parents of special needs children regard our summer reading club. I learned that our basic format was considered reasonable, but that crowds at the library and competition were factors that caused trepidation about joining. Yet, no one wanted a separate reading club. How could we create a nurturing atmosphere for special needs children in a summer reading club of 700-plus participants who report their books to 60 teenage volunteers?

In recent years we have eased our reporting procedures, so it was not difficult to create a more flexible set of rules for our exceptional participants. We designated a code sentence that parents could use if they so chose. The simple phrase is, "We are here for the reading club, and any *child reports to a librarian."* This phrase alerts us to the child's status so that the appropriate person can be summoned. No other words are used; no stigma is attached. But, the librarian knows to accept listening to stories in lieu of reading, regardless of the participant's age. If parents do not want to use the "report to a librarian" code, their children can speak directly to the volunteers at our reading club table. In that case, no distinction is made, and the young volunteers themselves often do not know that they are dealing with special needs children.

With funds from the mini-grant, I planned a summer kickoff party with the exclusive goal of recruiting special needs children and their families to the library. In contrast to our other highly attended programs, I wanted to create a small party atmosphere where each child's presence could be acknowledged. Phone and in-person registrations enabled me to speak directly to parents and explain the two different ways to participate in the summer reading club. These conversations were an excellent opportunity for me to assure parents that their children's individual needs would be met and that everyone would feel at ease in the program.

I hired a magician to perform an audience participation show of comedy and magic. The local newspaper published a lengthy (and enthusiastic) article about the upcoming party, the "Book Banquet Bash." SEPTA and our district's special education coordinator distributed flyers. Eighteen families attended, many of them coming to the library for the first time. After the show we served refreshments, registered children for the reading club, and issued library cards.

Book Banquet 1993 became a reading club for all the children of the community. Eight-year-old Jimmy, learning disabled and a dropout from last year's summer reading club, successfully reported each week to a librarian. The code sentence system worked well in that and many other cases.

Opportunities for Growth

Our newly opened channels of communication with parents have afforded us many opportunities for growth. One mother asked if a teenage volunteer could read to her child. I hadn't thought of this possibility, but when I spoke to our student assistants, not one but three teenagers offered their services. Perhaps next year we will expand our volunteer program to include reading aloud to special needs children upon request.

We are only just now beginning to learn what we can do. The connections are exciting; one possibility leads to another. The only thing that is difficult is making the commitment to begin. But once on the path, each step becomes easier. Our enrollment continues to grow as a result of positive word-of-mouth about our programs.

Opening our doors—and our hearts—to *all* children is what public service should be. And the smiling faces of these exceptional young people make it worth all the effort. *

References

Cole, Joanna, and Stephanie Calmenson, comps. *The Eentsy, Weentsy Spider: Fingerplays and Action Rhymes.* New York: Morrow Junior Books, 1991.

Mother Goose. *Sharon, Lois & Bram's Mother Goose: Songs, Finger Rhymes, Tickling Verses, Games, and More.* Boston: Atlantic Monthly Press, 1985.

---

* Reprinted with permission, from *School Library Journal*, © by Reed Publishing, USA; November, 1993 issue, pp. 36-38.

Mainstreaming Special Needs Children in the Public Library

A Bibliography

Basu, S.G. *Public Library Services to Visually Disabled Children.* Jefferson, North Carolina: McFarland, 1991.

Dalton, Phyllis I. *Library Service to the Deaf and Hearing Impaired.* Phoenix, Arizona: Oryx Press, 1985.

Dolnick, Edward. *Deafness as Culture.* Atlantic Monthly. (September, 1993, pp. 37-53.

High/Low Handbook: Encouraging Literacy in the 1990s, 3rd ed. New York: R.R. Bowker, 1990.

"Libraries Serving and Underserved Population: Deaf and Hearing-Impaired Patron", Library Trends (Summer 1992).

Richey, Cynthia K. *Programming for Serving Children with Special Needs.*, Chicago, ALA, 1993. (12pp).

Walling, Linda Lucas and Marilyn H. Karrenbrock. *Disabilities, Children, and Libraries: Mainstreaming Services in Public Libraries and School Library Media Centers,* Englewood, Colorado: Libraries Unlimited, 1993.

ANIMALS IN BLACK AND WHITE

Preschool – Grade 1

Books

The following books are recommended:

Behrangi, Samad. *The Little Black Fish.*
In spite of various warnings, the little black fish still wants to see what is at the end of the stream.

Bornstein, Ruth. *Little Gorilla.*
Little Gorilla's family and friends try to help him overcome his special growing pains.

Buehner, Carolyn. *The Escape of Marvin the Ape.*
Marvin the ape slips out of the zoo and finds he likes it on the outside, where he easily blends into city lifestyles.

Carlson, Natalie. *Spooky and the Wizard's Bats.*
Spooky, formerly a witch's cat, is plagued by bats sent by a wizard and thinks of a plan to outwit him.

Doherty, Berlie. *Snowy.*
When the other children bring their pets to school, Rachel feels left out because she can't bring in the horse that pulls the barge on which she lives.

Flack, Marjorie. *Angus and the Ducks.*
A curious Scottish Terrier decides to investigate the strange noise coming from the other side of the hedge.

Hall, Derek. *Polar Bear Leaps.*
Baby Polar Bear goes fishing with his mother and learns that a leap to safety can save his life.

Howe, James. *The Day the Teacher Went Bananas.*
A class's new teacher, who leads the children in a number of popular activities, turns out to be a gorilla.

Killilea, Marie. *Newf.*
A Newfoundland dog comes mysteriously out of the sea and takes residence with a small white kitten in a deserted cottage.

Newton, Jill. *Polar Bear Scare.*
A rabbit fleeing from three polar bears is helped by a series of animals.

Otsuka, Yuzo. *Suho and the White Horse: a Legend of Mongolia.*
This tale relates the tragic parting of a boy and his white horse which leads to the creation of the horse-head fiddle of the Mongolian shepherds.

Paul, Korky. *Winnie the Witch.*
Because Winnie the Witch lives in a house where everything is black, she can't see her black cat – until she comes up with a brilliant and colorful idea.

Seuss, Dr. *The Cat in the Hat.*
Two children sitting at home on a rainy day are visited by the Cat in the Hat who shows them some tricks and games.

Vyner, Sue. *Arctic Spring.*
Spring in the Arctic brings new activity among the fox, seal and other animals, but the polar bear has a very good reason for remaining by her den.

STORY ACTIVITY:
The Hanky Mouse

This simple folding trick is fascinating to children and fits in well with a mouse program or to gain wandering attention and relieve restlessness.

Materials needed:

white handkerchief

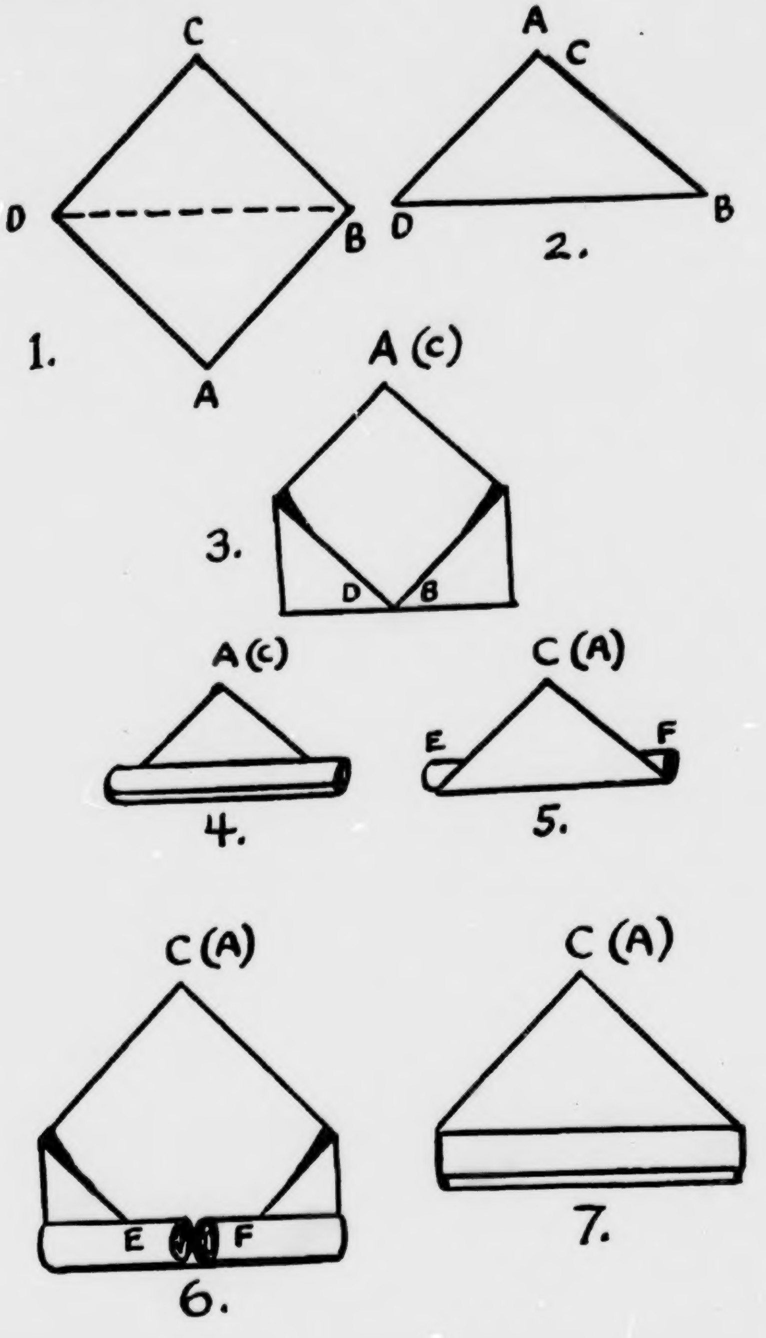
Directions:

To make the mouse use a medium-sized handkerchief with a plain edge. Lay it in your lap or on a flat surface with one corner toward you (Fig. 1). Now fold the hanky in half, bringing point A to point C, so that a triangle is formed (Fig. 2). Fold corner D into the center of the bottom edge and do the same with corner B so that corners B and D touch (Fig. 3). Keeping the hanky in the same position, make a one-inch fold up from the bottom and smooth. Make a second fold and smooth. Now make a third fold (Fig. 4). Now turn the handkerchief over, keeping the point CA at the top (Fig. 5). Bring the two little rolls E and F into the center so that they touch (Fig . 6). Holding the little rolls firmly, turn them up one fold from the bottom toward point CA. Now turn point CA down and tuck it into the space between the fold and the two rolls (Fig. 7). The rolls are now completely covered (Fig. 8). This completes the folds.

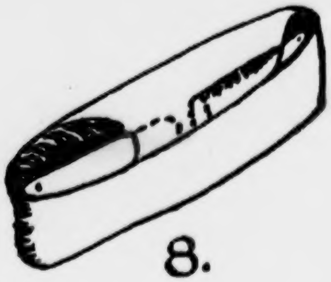
Now pick up the hanky roll, keeping it in the same position as it was on the flat surface. Slip your thumbs into the slot (Fig. 9). Holding the hanky firmly, begin rolling the hanky away from you as you would roll up a pair of socks. On the third roll, two little tails will pop out (Fig. 10). Take one of these ends and, holding the "tail" so that the point is up, roll gently between the fingers until you have two tiny little rolls which you can tie in a knot to make the head and ears. Now the mouse is completed (Fig. 11).

Lay the hanky mouse in the palm of your left hand with the head pointing up the arm. Curve your fingers so that they are touching the roll. The tail hangs out over the fingers (Fig. 12). Cover the mouse lightly with the right hand, making a stroking motion. As your hand moves from your wrist down toward your fingertips, make a quick motion with the fingers of the left hand. The mouse will be propelled up your arm. The mouse will appear to be alive. If you occasionally use enough force to let the mouse jump off your arm, the children will shout with glee.

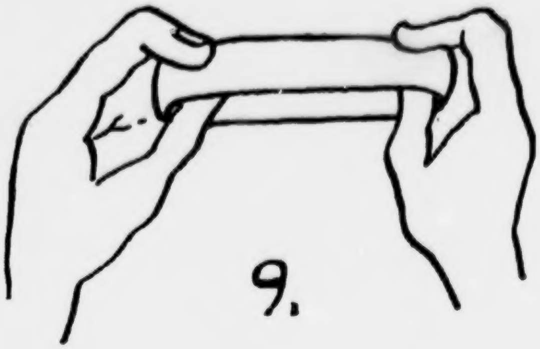
Hanky Mouse Diagrams


C
D
B
A
1.
A
C
D
B
2.
A (C)
3.
D
B
A (C)
4.
C (A)
E
F
5.
C (A)
E
F
6.
C (A)
7.

Hanky Mouse Diagrams

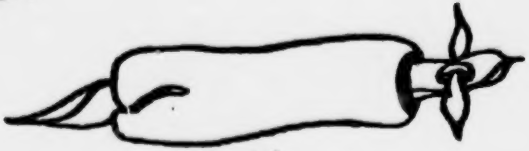


8.

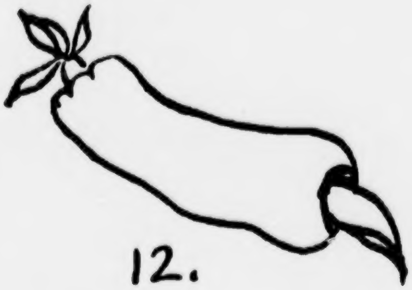


9.

10.



11.



12.

The story: A tale can be created during the folding process by using questions and answers such as the following:

Storyteller: "Do you know what this is?" (Holding up the handkerchief.)

Children: "It's a hanky."

Storyteller: "It could be a tablecloth."

Children: "That's too small for a tablecloth."

Storyteller: "It might be a doll's tablecloth or a tablecloth for a fairy."

When the triangle is folded, the storyteller might ask:

"What does this look like?"

Some children say, "A dolly's scarf," "A baby's diaper," "A half a cheese sandwich," or very realistically, " A triangle."

The storyteller may respond:

"Those are all very good guesses! Would you believe that this handkerchief is really a shy little mouse?"

The storyteller then begins to fold the mouse, elaborating on why the mouse is hiding, how the group can try to entice the mouse into appearing, etc. The finale to the story would be when the mouse "comes out of hiding," and moves up the storyteller's arm.[1]

EL RATON PANUELO

Este sencillo truco de doblando es encantado por todos los niños y se sienta bien con el programa del raton o para ganar atencion errante y alivia inquietud.

Material necesario:
Pañuelo blanco

Direcciones:

Para hacer el raton, usa un pañuelo mediano con la orilla sencilla. Acuestalo en tu regazo o en un superficie llano con la esquina hacia a ti (Fig. 1). Dobla el pañuelo por la mitad, poniendo Punto A a Punto C para la forma de un triangulo (Fig. 2). Dobla la esquina D al centro de la orilla de abajo y has lo mismo con esquina B para que esquinas B y D tocan (Fig. 3). Dejando el pañuelo en el mismo posicion, dobla lo de abajo una pulgada para ariba y alisa. Dobla una segunda vez y alisa. Dobla una tercera vez (Fig. 4).

Ahorra, voltea el pañuelo, dejando el punto CA arriba (Fig. 5). Trae los rollos E y F en el centro para que tocen (Fig 6). Ayudando los rollos voltealos para arriba una (1) doblada por de abajo cerca de punto CA. Ahorra, voltea punto CA abajo y alforzalo en el espacio en medio de la doblado y los dos rollos (Fig. 7). Los rollos estan completamente tapados (Fig. 8). Esto completa las dobladas.

Levanta el rollo de pañuelo, dejandolo en el mismo posicion de cuando estaba en el superficio. Mete tus dedos en la muesca (Fig. 9). Ayudando el pañuelo, empieza a rollar el pañuelo al opuesto de ti, como si iva a doblar un par de calcetines. El el terser rollo, dos colitas se van a aparecer (Fig. 10). Toma lo de abajo y, ayudando la "colita" para que el punto esta arriba, rollalo en medio de tus dedos hasta que tienas dos rollitos con que puedes ligarlos en nudo para hacer la cabeza y los oidos. Ahorra el raton esta completo (Fig. 11).

Acuesta el raton pañuelo en la palma de tu mano izquierda con la cabeza puntando al brazo (Fig. 12). Dobla tus dedos para que tocan el rollo. La cola esta colgando encima de los dedos (Fig. 12). Tapa el raton ligeramente con la mano derecha, cariciandolo. Cuando tu mano se mueva de la muñeca para abajo hacia a los dedos, has una mocion rapida con los dedos de tu mano izquierda. El raton se va empujar subre tu brazo. El raton se va a mirar vivo. Si usa bastante fuerza poco frecuente para que el raton brinca de tu brazo, los niños van a gritar conjubilo.

La Historia:
Un cuento se puede decir con preguntas y contestas como estos mientras el proceso de doblando:

Cuentista: "Sabes que es esto?" (Enseñando el Pañuelo.)

Niños: "Es un pañuelo."

Cuentista: "Puede ser un mantel."

Niños: "Esta muy chiquito para un mantel."

Cuentista: "Puede ser un mantel para una muñeca o una hada."

Cuando el triangulo esta doblado, el cuentista puede preguntar:

"Como que se mira esto?"

Unos niños pueden decir: "Una bufanda para muñecas," "Un pañal," "Mitad de un sandwich de queso," o bien real, "Un triangulo."

El cuentista puede responder:

"Esos son buen adivinaciones! Sabres que este pañuelo es un raton timido?"

El cuentista empieza a doblar el raton, explica porque el raton se esta escondiendo, como el grupo puede seducir el raton para que se aparece. El final de la historia puede ser cuando el raton "sale de estar escondido," y se mueve sobre el brazo del cuentista.

POEM: ABRACADABRA

Materials needed:

drawings of a black horse, a white horse and a zebra (each on a separate piece of paper).

Directions:

Enlarge the drawings of the black horse, the white horse and the zebra. (Use a duplicating machine with a zoom.) Show the white horse and the black horse to your audience. Put one on top of the other and tear the paper several times. Fold up the torn pieces and unfold the zebra intact. (The zebra picture is folded in thirds and thirds again behind the horse of your choice.)

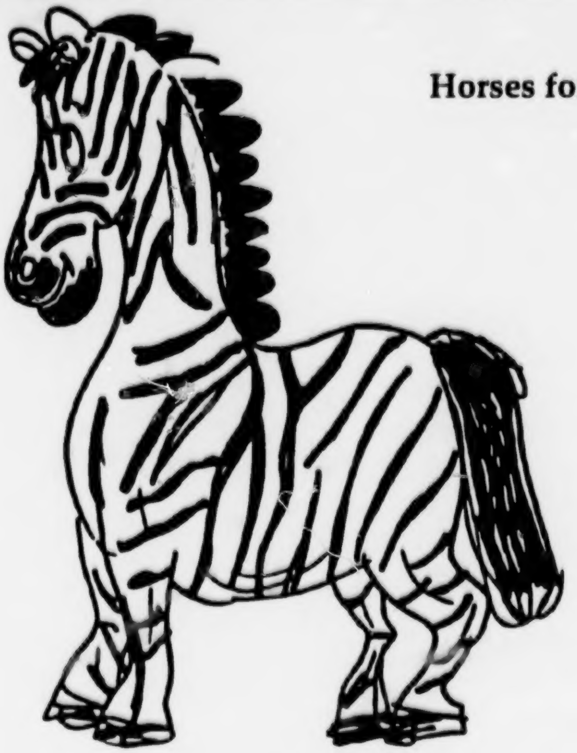
Poem: "Abracadabra" by Mary Ann Hoberman

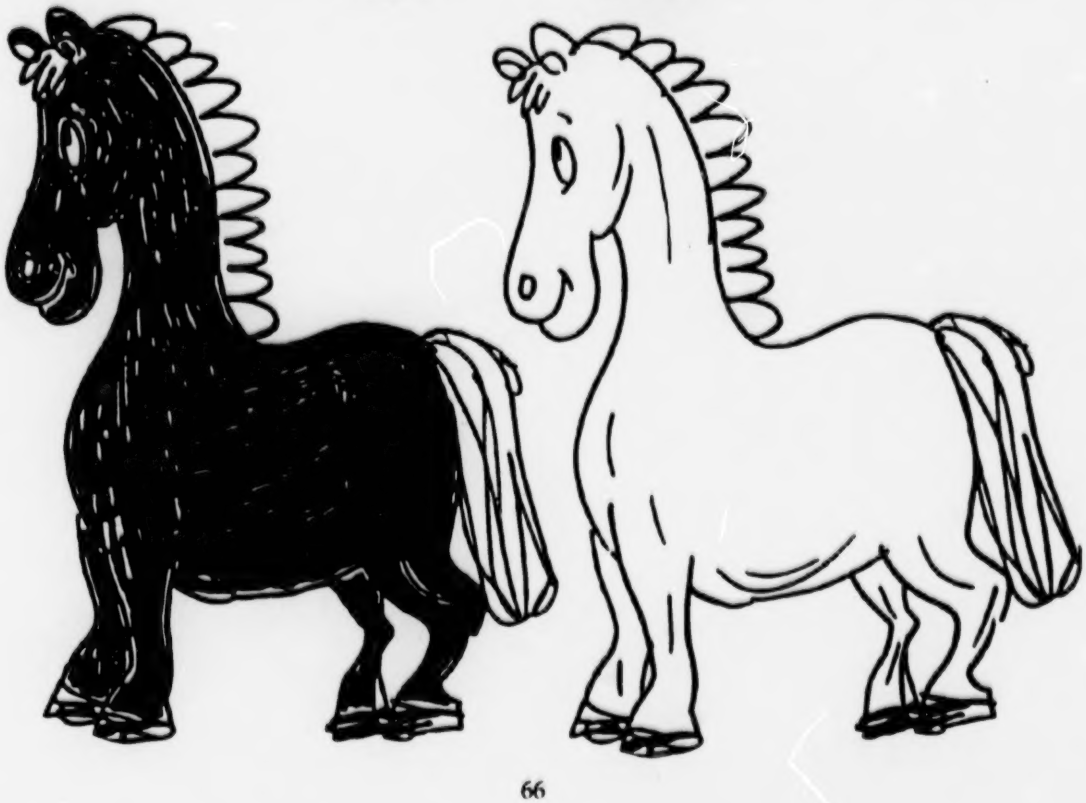
Abracadabra
The zebra is black
Abracadabra
The zebra is white
Abracadabra
The zebra is dark
Abracadabra
The zebra is light

Is it black striped with white?
Is it white striped with black?
Is it striped from the front?
Is it striped from the back?

Abracadabra
It's ink over snow
Abracadabra
It's snow over ink
Abracadabra
Does anyone know?
Abracadabra
What do you think?[2]

Horses for Poem





SONGS: IN ENGLISH AND SPANISH

SONG: "MY KITTEN" by Elizabeth Vollrath
Sung to: "Sing a Song of Sixpence"

I have a little kitten,
She's black and white and gray.
When I try to cuddle her,
She always wants to play.
So I drag a piece of yarn
Across the kitchen floor.
She thinks it is a little mouse
To chase right out the door.[3]

CANCION: "MI GATITO"
A cantar: "Canta una cancion de dinero"

Yo tengo un gatitio,
Negro, blanco, gris.
Cuando quiero abrazarlo,
Quiere hugar.
Arrasto un hilito
Por el pizo de la cocina.
Piensa que es un raton
Para correr por la puerta.

SONG: "WHO SAYS 'MOO, MOO'?"
Sung to : "The Muffin Man"

Oh, do you know who says moo, moo,
Says moo, moo, says moo, moo?
Oh, do you know who says moo, moo?
The milk cow says moo, moo.

Oh, do you know who gives us milk,
Gives us milk, gives us milk?
Oh do you know who gives us milk?
The milk cow gives us milk.[4]

CANCION: "QUIEN DICE 'MOO, MOO'?"
A cantar: "El Hombre Mollete"

Oh, sabres quien dice moo, moo, moo,
Dice moo, moo, dice moo?
Oh, sabres quien dice moo, moo?
La vaca dice moo.

Oh, sabres quien nos dala leche,
Nos da la leche, nos da le leche?

Oh, sabres quien nos da la leche?
La vaca nos da la leche.

FINGERPLAY: CAT AND MOUSE

Materials needed: none

A little mouse went creeping, creeping, creeping into the house.
(Start with right hand at right foot, fingers creep up right leg and around to the back.)
The big black cat went creeping, creeping, creeping into the house.
(Fingers of left hand creep up the left leg and around to the back.)
The big black cat went creeping, creeping, creeping into the house.
(Fingers of left hand creep up the left leg and around to the back. Pause.)
Away ran the mouse – out of the house!
(Right hand scampers off.)[1]

UN JUEGO CON LAS MANOS: EL GATO Y UN RATON

Material necesario:
nada

Un raton chico se fue gatiando, gatiando, gatiando dentro de la casa.
(Empieza con la mano derecha en el pie dechero, los dedos moviendo para arriba sobre la pievna derecha y alrededor para atras.)
El gato negro se fue gatiando, gatiando, gatiando dentro de la casa.
(Dedos de la mano izquierda se mueven para arriba sobre la pierna izquierda y alrededor para atras.)
El gato negro se fue gatiando, gatiando, gatiando dentro de la casa.
(Dedos de la mano izquierda se mueve para arriba sobre la pierna izquierda para atras. Pausa.)
El raton se fue corriendo – a fuera de la casa!
(Mano derecha se escabulle.)

ACTIVITY: LAMB PUPPETS

Materials needed:
- Paper plates
- Cotton balls
- Glue
- Felt-tip markers
- Popsicle sticks

Directions: Set out paper plates, cotton balls, glue and felt-tip markers. Have the children glue cotton ball "wool" around the rims of their paper plates. When they have finished, let them draw lamb faces on the center of their plates with felt-tip markers. Attach Popsicle stick handles to the backs of the plates to make lamb puppets. [3]

ACTIVIDAD: TITERES DE BORREGO

Material necesario:
- Platos de papel
- Algodon
- Goma
- Marcadores
- Palo de Popsicle

Dirreciones: Arregla platos de papel, algodon, goma y marcadores. Has los niños que pegan algadon "lana" alrededor de los platos. Cuando acaban, dibujan una cara de borrego en medio de los platos con los marcadores. Pega el palo de Popsicle a la espalda del plato para hacer titeres de borrego.

ACTIVITY: GRAZING COWS

Materials needed:	Cow shapes (from white and black construction paper) Construction paper (blue) Bottles of glue Grass

Directions:

Cut cow shapes out of construction paper. Give each child one of the cow shapes and a piece of blue construction paper. Collect several bottles of glue. Then take the children outside and have them sit in a grassy area. Talk about how cows like to eat the grass that grows in their fields. Have the children glue their cow shapes to their papers. Then let them pick blades of grass for their cows to "graze" on.[4]

ACTIVIDAD: VACAS PARA PASTAR

Material necesario:	Formas de vacas (papel blanco y negro de construccion) Papel azul de construccion Botellas de goma La hierba

Dirreciones:

Corta formas de vacas de papel de construccion. Dale a cada niño una de las formas de vaca y un pedazo de papel azul de construccion. Colecta botellas de goma. Luego lleva los ninos afuera y sientalos en la hierba. Habla como las vacas les gustan comer la hierba que crese en el campo. Deja los niños pegar sus formas de vaca en el papel. Luego dejanlos que cojen una hoja de hierba y que los pegan en el papel para que las vacas "pastan."

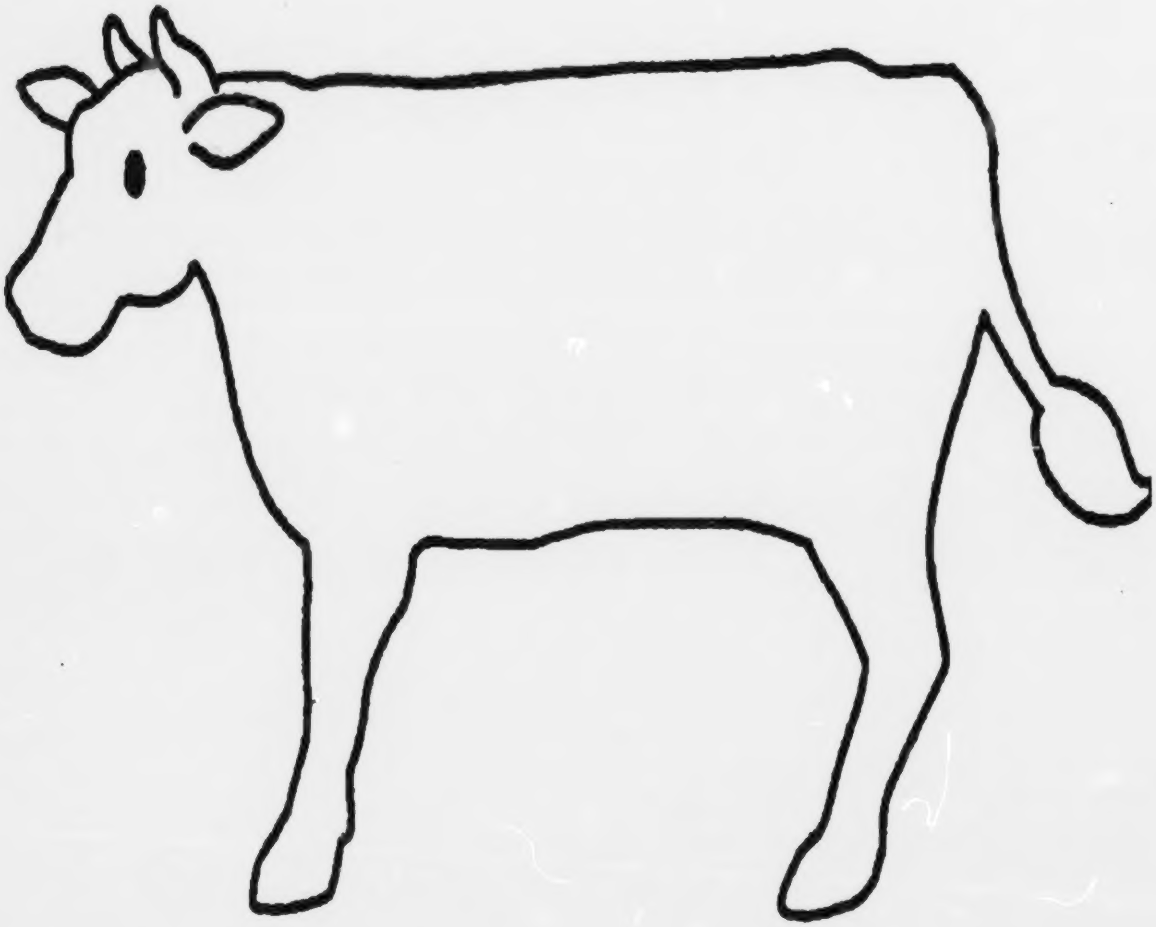
---

[1] Idea adapted by Louisa Aikin from: Moore, Vardine. *Pre-School Story Hour.* Metuchen, NJ: Scarecrow Press, 1972.

[2] from: Bauer, Caroline Feller. *Presenting Children's Literature Resource Handbook.* Bellevue, WA: Bureau of Education & Research, 1993.

[3] from: Warren, Jean. *Theme-A-Saurus.* Everett, WA: Warren Publishing House, 1989.

[4] from: Warren, Jean. *Theme-A-Saurus II.* Everett, WA: Warren Publishing House, 1990.



Grazing Cows Pattern

BIBLIOGRAPHY

Behrangi, Samad. *The Little Black Fish.* Minneapolis: Carolrhoda Books, 1971. (ISBN 0876140134)

Bornstein, Ruth. *Little Gorilla.* New York: Houghton, 1976. (ISBN 0395287731)

Buehner, Carolyn. *The Escape of Marvin the Ape.* New York: Dial, 1992. (ISBN 0803711247)

Carlson, Natalie. *Spooky and the Wizard's Bats.* New York: Morrow, 1986. (ISBN 0688062806)

Doherty, Berlie. *Snowy.* New York: Dial, 1993. (ISBN 0803713436)

Flack, Marjorie. *Angus and the Ducks.* New York: Doubleday, 1989. (ISBN 0385072139)

Hall, Derek. *Polar Bear Leaps.* (o.p.)

Howe, James. *The Day the Teacher Went Bananas.* New York: Dutton, 1984. (ISBN 0525441077)

Killilea, Marie. *Newf.* New York: Philomel, 1992. (ISBN 0399218750)

Newton, Jill. *Polar Bear Scare.* New York: Lothrop, Lee & Shepard, 1992. (ISBN 0688112331)

Otsuka, Yuzo. *Suho and the White Horse: a Legend of Mongolia.* (o.p.)

Paul, Korky. *Winnie the Witch.* Brooklyn, NY: Kane/Miller, 1987. (ISBN 0916291138)

Seuss, Dr. *The Cat in the Hat.* New York: Random House, 1957. (ISBN 039480001X)

Vyner, Sue. *Arctic Spring.* New York: Viking, 1993. (ISBN 0670849340)

PANDAS

Preschool – Grade 1

Books

The following books are recommended:

Delaney, M. C. *Henry's Special Delivery.*
Henry gets much more than he bargained for when he sends for the panda offered on the back of a cereal box.

Gackenbach, Dick. *Poppy, the Panda.*
Katie can't find the right thing for her toy panda to wear until her mother comes up with the perfect solution.

Jensen, Helen Zane. *When Panda Came to Our House.*
A panda visits an American girl and teaches her about China.

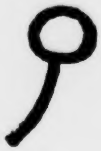
Kraus. Robert. *Milton the Early Riser.*
The first one awake, Milton the Panda tries hard to wake all the other animals but to no avail.

Rigby, Shirley Lincoln. *Smaller Than Most.*
Three short tales relate the adventures of a little panda, Won-Ton, and his family as they await the arrival of a baby.

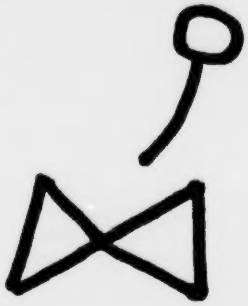
Willard, Nancy. *Papa's Panda.*
Papa's yarn about a giant panda makes James long for one of his own.

DRAW-AND-TELL STORY: THE MISSING FRIEND

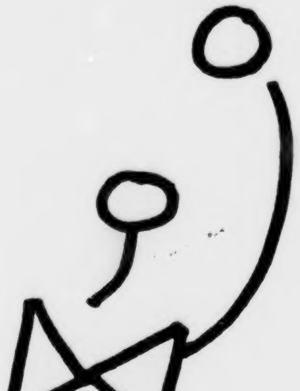
One day, Susie took her friend Ming Lo to the park. "You wait here," she said. "I'm going to go and buy a balloon from the balloon man."
[*This is the balloon she bought.*]



When Susie got back to where she left Ming Lo, she was gone! But there was a butterfly fluttering about [*this is the butterfly*], and Susie asked her, "Do you know where Ming Lo is?" The butterfly shook her antennae and said, "No, I don't even know WHAT Ming Lo is. You could try asking the Duck. She loves to gossip, knows everything that's going on in the park. She lives over by the pond. It's worth a try."

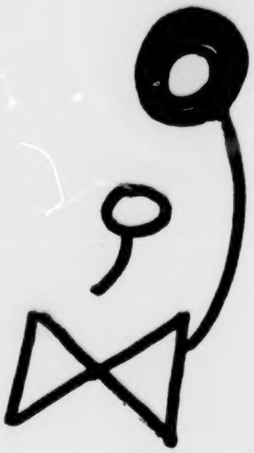


[*Susie walked across the park to the pond where she found Duck chatting with some pigeons.*]



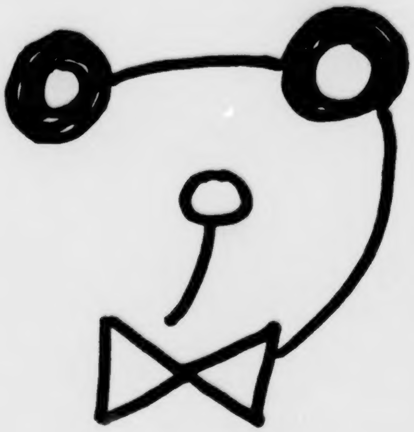
"Do you know where Ming Lo is?" Susie asked. "No, my dear, I'm afraid I don't know where Ming Lo is," replied the Duck, shaking her beak. "In fact, I don't even know WHAT Ming Lo is. You might try the Frog who lives on the other side of the pond. I thought I heard him croaking about something a bit earlier."

[*Susie walked around and around and around the pond until she finally found the Frog practicing one-legged leaps.*]



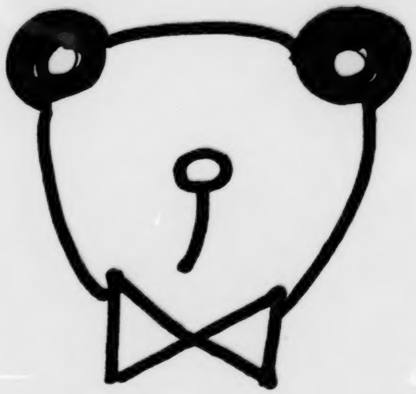
"Do you know where Ming Lo is?" Susie asked. "Nope!" croaked the Frog, shaking his round green head. "Don't know WHAT Ming Lo is. Nope!" The Frog thought a moment, then croaked, "Try the owl. Big tree over there."

[*Susie walked to the other side of the park, where she saw a big oak tree. She walked around and around and around the tree until she finally spotted the owl asleep on a branch.*]



"Do you know where Ming Lo is?" Susie asked. The owl didn't answer. He was fast asleep.

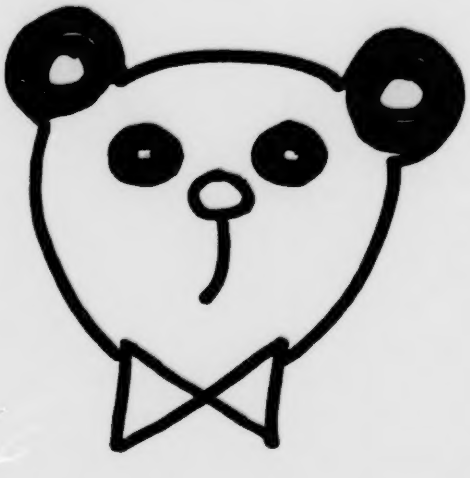
Susie heard a noise coming from another branch of the tree. "Ming Lo!" she cried. Susie looked closely at the branch and found a bushy-tailed squirrel, but no Ming Lo. "Do you know where Ming Lo is?" she asked the squirrel. "No, no, no!" chattered the squirrel, shaking his tail. "Sorry, sorry, sorry. Don't know where, don't know what!" [*Susie walked back to where she had left Ming Lo.*]



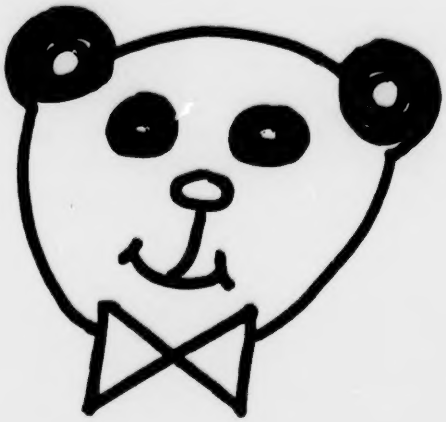
"Did Ming Lo come back?" she asked the butterfly, who was still there. "I didn't see any Ming Lo," said the butterfly. "But wait here a minute and I will see what I can see." She fluttered up into the air and back down again. "There is something coming across the park," she said, "but I don't know if it's a Ming Lo."

Susie ran in the direction that the butterfly had pointed. Sure enough, there was Ming Lo walking along carrying a paper bag. "Ming Lo! Where have you been?" cried Susie. "I've been looking all over the park for you!" "I got us a treat," said Ming Lo. She reached into the bag and brought out two chocolate-covered doughnuts.

[*"One for you. And one for me."*]



[*And she smiled a big smile.*]



Susie is happy that she knows where Ming Lo is. Do you know WHAT Ming Lo is? [1]

---

[1] Story adapted by Louisa Aikin from: Thompson, Richard. *Draw-And-Tell.* Toronto, Ontario: Annick Press Ltd., 1988.

CHANT: "PANDA BEAR, PANDA BEAR"

Materials needed: none

Directions: As the group recites the chant let the children pretend to be panda bears and act out the movements (giving themselves a big hug at the end).

Chant: "Panda Bear, Panda Bear"
(Adapted from "Teddy Bear, Teddy Bear" – a traditional rhyme)

Panda bear, panda bear, turn around,
Panda bear, panda bear, reach up high,
Panda bear, panda bear, touch the sky.
Panda bear, panda bear, touch your shoe.
Panda bear, panda bear, I love you![2]

POEM: "THE PANDA"

Materials needed: none

Poem: "The Panda" by William Jay Smith

A lady who lived in Uganda
Was outrageously fond of her Panda:
With her Chinchilla Cat,
It ate grasshopper fat
On an air-conditioned veranda.[3]

ACTIVITY: BEAR COOKIES

Materials needed:
- Cookie dough
- Bear-shaped cookie cutter
- Frosting (white and black)
- Plastic knives
- Black jelly beans (optional)

Directions: Prepare cookie dough, then stamp out cookies using the cutter (older children may wish to help you with the cookie cutter). After baking and cooling the cookies, let the children decorate them. Have the children spread the white frosting first, then spread black frosting on the panda's ears and paws. The children may add two black jelly beans to the cookie for the panda's eyes.

Note: Check with a local bakery to find out where you can purchase black food coloring paste.

---

[2] Idea adapted by Louisa Aikin from: Warren, Jean. *Theme-A-Saurus.* Everett, WA: Warren Publishing House, 1989.

[3] From: Smith, william Jay. *Laughing Time: collected Nonsense.* New York: Farrar, Strauss & Giroux, 1990.

BIBLIOGRAPHY

Delaney, M. C. *Henry's Special Delivery.* (o.p.)

Gackenbach, Dick. *Poppy, the Panda.* New York: Houghton, 1984. (ISBN 0899192769)

Jensen, Helen Zane. *When Panda Came to Out House.* (o.p.)

Kraus, Robert. *Milton the Early Riser.* New York: Prentice Hall, 1987. (ISBN 0671662724)

Rigby, Shirley Lincoln. *Smaller Than Most.* (o.p.)

Willard, Nancy. *Papa's Panda.* New York: Harcourt Brace Jovanovich, 1979. (ISB 0152594620)

BLACK AND WHITE AND READ ALL OVER

Preschool – Grade 1

Books

The following books are recommended for their black and white illustrations:

Ets, Marie Hall. *In the Forest.*
The animals join a young boy as he walks through the forest blowing his horn.

Gag, Wanda. *The ABC Bunny.*
Relates the alphabet adventures of a rabbit; includes a song.

Hoban, Tana. *Shapes and Things.*
Photographs, created without a camera, of familiar household objects.

Jonas, Ann. *Round Trip.*
Black and white illustrations and text record the sights on a day trip to the city and back home again to the country. The trip to the city is read from front to back and the return trip, from back to front, upside down.

Kovacs, Deborah. *Moonlight on the River.*
Sneaking away from home on a midnight fishing voyage, two brothers find themselves struggling to keep their boat afloat in the middle of a violent river storm.

McCloskey, Robert. *Blueberries for Sal.*
Little Sal and Little Bear both lose their mothers while eating blueberries and almost end up with the other's mother.

Van Allsburg, Chris. *Ben's Dream.*
On a terrifically rainy day, Ben has a dream in which he and his house float by the monuments of the world, half submerged in flood water.

Van Allsburg, Chris. *The Garden of Abdul Gasazi.*
When the dog he is caring for runs away from Alan into the forbidden garden of a retired dog-hating magician, a spell seems to be cast over the contrary dog.

Van Allsburg, Chris. *Jumanji.*
Left on their own for an afternoon, two bored and restless children find more excitement than they bargained for in a mysterious and mystical jungle adventure board game.

Zion, Gene. *Harry, the Dirty Dog.*
When a white dog with black spots runs away from home, he gets so dirty his family doesn't recognize him as a black dog with white spots.

The following books feature black and white items:

(Chalk)

Bulla, Clyde Robert. *The Chalk Box Kid.*
Nine-year-old Gregory 's house does not have room for a garden, but he creates a surprising and very different garden in an unusual place.

McMillan, Bruce. *Mouse Views: What the Class Pet Saw.*
Photographic puzzles follow an escaped pet mouse through a school while depicting such common school items as scissors, paper, books and chalk. Readers are challenged to identify the objects as seen from the mouse's point of view.

(Blackboard)

Alexander, Martha . *And My Mean Old Mother Will Be Sorry, Blackboard Bear.*
A little boy's adventures in the forest with his friend, Blackboard Bear, come to an end when he decides home is more comfortable than a cave.

Alexander, Martha. *We're in Big Trouble, Blackboard Bear.*
Anthony's bear learns a hard lesson about leaving other people's things alone.

(Piano keys)

Schick, Eleanor. *A Piano for Julie.*
Having heard "Someday we'll get a piano" for a very long time, Julie is delighted when someday really comes.

Titus, Eve. *Anatole and the Piano.*
Anatole, a music-loving mouse, plays the miniature piano in the museum, saving a concert for the orphans of Paris by removing a broken string of pearls from the piano.

Wooding, Sharon. *Arthur's Christmas Wish.*
Arthur's fairy godfather grants him his wish to play two pieces on the piano well, but what is he to do when he is asked to play all the music for the school Christmas pageant?

(Chess pieces)

Sutcliff, Rosemary. *Chess-Dream in a Garden.*
The White King – with his queen, bishops, knights, and pawns – faces the Red Horde in a chess-like battle.

(Newspaper)

Gibbons, Gail. *Deadline! : From News to Newspaper* .
Examines the diverse behind-the-scenes activities of a typical working day at a small daily newspaper, from morning preparations for meeting the deadline to the moment the afternoon paper leave the presses.

O'Neill, Catharine. *Mrs. Dunphy's Dog.*
Mrs. Dumphy's dog discovers that he can read, and develops a taste for tabloid newspapers.

(Pierrot)

De Paola, Tomie. *Sing, Pierrot, Sing.*
Simple Pierrot dreams of his saucy sweetheart Columbine in this original story featuring the traditional comic characters.

(Shadow)

Asch, Frank. *Bear Shadow.*
Bear tries everything he can think of to get rid of his shadow.

Mahy, Margaret. *The Boy With Two Shadows.*
A young boy who agrees to take care of a witch's shadow while she is on vacation finds that having two shadows creates some unexpected problems.

Narahashi, Keiko. *I Have a Friend.*
A small boy tells about his friend who lives with him, who follows him, who sometimes is very tall, but who disappears when the sun goes down—his shadow.

THE BIRTHDAY VISITOR MYSTERY

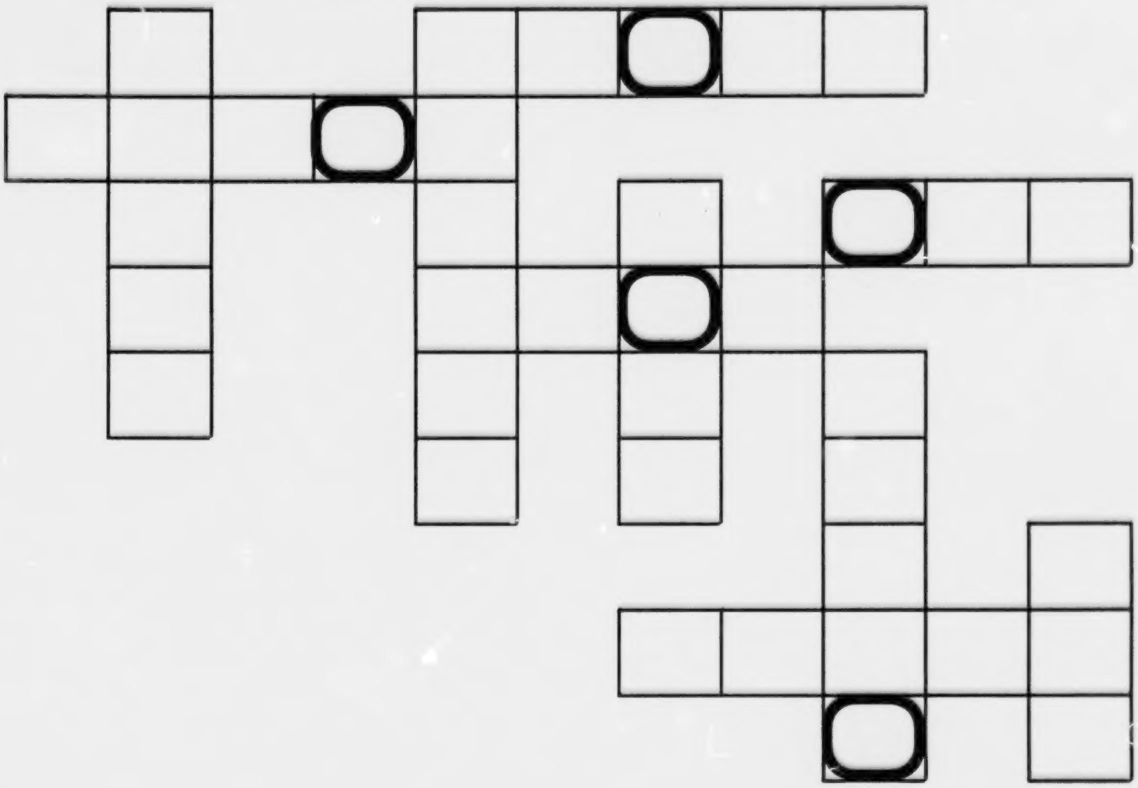
Materials needed:

Blank puzzle grid		
Marker	OR	Chalkboard
Dry erase board		Chalk

Directions:

1. Prepare the dry erase board or chalkboard in advance by drawing the blank puzzle grid on it. (see next page) Add the list of words to be filled in:

THUMB
CHINA
BLACK
BAMBOO
BEAR
WHITE
RED
PAW
RARE
DAVID



_____ _____ _____ _____ _____

2. Explain that each of the blanks in the puzzle will be filled with one of the words on the list. When reading the story, stop at the blanks in the text and ask the children to guess which word would fit. When the group has made their selection, ask them to guess where the word would fit in the puzzle. Continue this process until all of the words have been used.
3. Write the letters appearing within the circles in the puzzle on the board. Explain that when these letters are unscrambled, the identity of the mystery guest will be revealed.

Story:

Fred was so excited! On the morning of his birthday party, a mysterious letter arrived, addressed to him. The letter read:

"Dear Fred,

Happy Birthday to you from a secret admirer! I will be coming to your party this afternoon after traveling all the way from the far-off land of ______. Can you guess who I am before I arrive at your house? Here are some clues to help you:

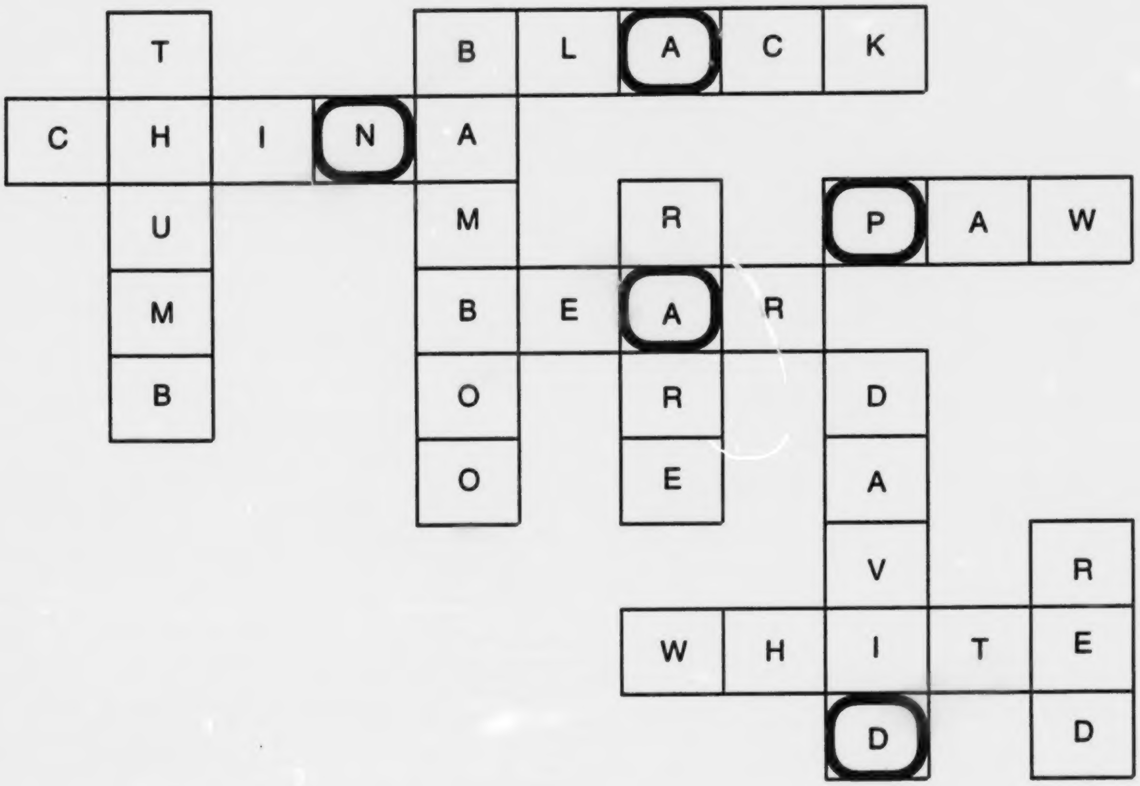
Father__________ discovered my great-great-grandfather in the forest many years ago. Some people think I'm a __________, but I'm more closely related to a raccoon. My fur is colored__________ and ____________. A cousin of mine has fur that is_________and a long ringed tail. My favorite type of food is ________. When I eat, I use my extra _________on my ____________to hold my food. Not too many of my family remain in the world, so I guess you can call me a_________fellow!

I will arrive in time to help you celebrate your special day. See you soon!"

Do you know who Fred's visitor is?[1]

---

[1] created by Louisa Aikin, Youth Services Librarian, Maricopa County Library District.


THUMB
BLACK
CHINA
BAMBOO
RARE
PAW
BEAR
DAVID
WHITE
RED

P A N D A

Solution to puzzle

SHADOW POEM

Materials needed:	Squares of paper Felt strips Marker Glue Flannelboard

Directions: Write the initial letters of the lined in the poem below on separate squares of paper. Back the squares with felt strips. Then place the letters on a flannelboard to spell "shadow" as you read the poem to the children.

Poem:

S un is shining, let's go for a walk,
H urry outside and around the block.
A t your side walks a little friend, too,
D oes the very same things you do.
O pen the door and go inside–
W here, oh, where does my shadow friend hide?[2]

SHADOW SONG

Sung to: "Skip to My Lou"

Materials needed:
none

Dance, dance, just like me,
Dance, dance, just like me,
Dance, dance, just like me,
Little shadow, just like me.

(Additional verses: "Raise your hand, just like me; Kick your foot, just like me; Bend way down, just like me; Flap your arms, just like me."[3]

---

[2] from: Warren, Jean. *Theme-A-Saurus.* Everett, WA: Warren Publishing House, 1989.

[3] idea adapted from: Wackerbarth, Marjorie. *Games For All Ages & How to Use Them.* Grand Rapids, MI: Baker Book House, 1992. AND
Haskins, Jim. *Count Your Way Through China.* Minneapolis: Carolrhoda Book, 1987.

PIANO KEYS CREATE-A-WORD GAME

Materials needed:

Dry erase board
Marker
OR
Chalkboard
Chalk
OR
Flip chart
Marker
Diagram of piano keyboard

Directions:

Introduce the piano keyboard to the group, explaining that each of the white keys belongs to a series of notes, from A to G. Write the letters A, B, C, D, E, F, and G on the board or paper. Ask the group if they can make up words using these letters. Explain that each letter can only be used once in each word. Here are some words:

BAD
FED
DEAF
BEG
CAB

Can your group think of more?[1]

GAME: PANDA'S TAIL

Materials needed: none

Directions:

Players line up, hands on shoulders of the player ahead. The first player becomes the head of the panda, the last the tail. The players in the middle are the body of the panda. The leader calls out, "Yee, uhr, sahn!" (One, two, three in Chinese)

At the count of "sahn", the head tries to catch the tail. If the head catches the tail, the tail becomes the next head. If the panda "breaks" in two, the one causing the break becomes the tail.

---

[1] created by Louisa Aikin, Youth Services Librarian, Maricopa County Library District.

BIBLIOGRAPHY

Alexander, Martha. *And My Mean Old Mother Will Be Sorry, Blackboard Bear.* New York: Dial, 1977. (ISBN 0803701268)

Alexander, Martha. *We're in Big Trouble, Blackboard Bear.* (o.p.)

Asch, Frank. *Bear Shadow.* New York: Simon & Schuster, 1985. (ISBN 0671662791)

Bulla, Clyde Robert. *The Chalk Box Kid.* New York: Random House, 1987. (ISBN 0394991028)

De Paola, Tomie. *Sing, Pierrot, Sing.* San Diego: Harcourt Brace Jovanovich, 1983. (ISBN 0512749888)

Ets, Marie Hall. *In the Forest.* New York: Puffin Books, 1976. (ISBN 0140501800)

Gag, Wanda. *Millions of Cats.* New York: Putnam, 1978. (ISBN 0698200004)

Gibbons, Gail. *Deadline!: From News to Newspaper.* New York: Crowell, 1987. (ISBN 0690046022)

Hoban, Tana. *Shapes and Things.* New York: Macmillan, 1970. (ISBN 0027440605)

Jonas, Ann. *Round Trip.* New York: Greenwillow, 1983. (ISBN 0688017819)

Kovacs, Deborah. *Moonlight on the River.* New York: Viking, 1993. (ISBN 0670844632)

Mahy, Margaret. *The Boy With Two Shadows.* (o.p.)

McCloskey, Robert. *Blueberries for Sal.* New York: Viking, 1948. (ISBN 0670175919)

McMillan, Bruce. *Mouse Views: What the Class Pet Saw.* New York: Holiday House, 1993. (ISBN 0823410080)

Narahashi, Keiko. *I Have a Friend.* New York: Macmillan, 1987. (ISBN 0689504322)

O'Neill, Catharine. *Mrs. Dunphy's Dog.* New York: Viking, 1987. (ISBN 0670811351)

Schick, Eleanor. *A Piano for Julie.* (o.p.)

Sutcliff, Rosemary. *Chess-Dream in a Garden.* Cambridge, MA: Candlewick Press, 1993. (ISBN 1564021920)

Titus, Eve. *Anatole and the Piano.* New York: Bantam Books, 1990. (ISBN 0553348884)

Van Allsburg, Chris. *Ben's Dream.* New York: Houghton Mifflin, 1982. (ISBN 0395320844)

Van Allsburg, Chris. *The Garden of Abdul Gasazi.* New York: Houghton Mifflin, 1979. (ISBN 039527804X)

Van Allsburg, Chris. *Jumanji.* New York: Houghton Mifflin, 1981. (ISBN 0395304482)

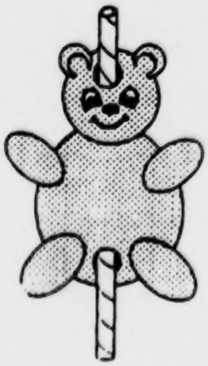
Wooding, Sharon. *Arthur's Christmas Wish.* (o.p.)

Zion, Gene. *Harry, the Dirty Dog.* New York: Harper, 1956. (ISBN 0060268662)

BEARS

PROGRAM NOTES

Opening Routine	
Sign	"Bear" –Cross arms over the chest with hands on shoulders. Scratch twice on shoulders.
Storytelling	Book *Sleepy Bear*
Activity	*Bears Everywhere* fingerplay, (following)
Storytelling	Display book: *Ten Bears in My Bed.*: Flannelboard story: Remove ten felt bears on the flannelboard one at a time as you chant or sing the song. Each child can return one of the bears too the flannelboard at the end of the song (or in cooperative groups. Let each one take a bear from the flannelboard during the song).
Activity	Stretching
Storytelling	A bear puppet is "discovered" at the end of the bear hunt. The puppet hugs and is hugged and gives out instructions for quiet time.
Quiet Time	Child and parent look at books together.
Craft	**BEAR STRAW CADDY**



Materials Needed:

Pattern enlarged to 4" hole punch
Plastic straw

Copy the pattern and cut out. Punch holes where indicated in top and bottom of bear. Thread straw through. Tape over straw on back id bear slides.

Closing routine Bear puppet leads exit from storyspace and says good-bye.

BEARS
STORIES SHARED

Sleepy Bear
LYDIA DABCOVICH

Ten Bears in My Bed
STANLEY MACK

MORE STORIES TO SHARE AT HOME

Snow on Bear's Nose
JENNIFER BARTOLI

He Bear. She Bear
STAN BERENSTAIN

B is for Bear
DICK BRUNA

Corduroy
DON FREEMAN
ROBERT KRAUS

Do Baby Bears Sit in Chairs

Milton the Early Riser
ETHEL KESSLER AND
LEONARD KESSLER

Blueberries for Sal
ROBERT MCCLOSKEY

The Real Mother Goose
MOTHER GOOSE

I'm going on a Bear Hunt
SANDRA SIVULICH

The Three Bears

Lazy Bear
BRIAN WILDSMITH

RHYTHMS, RHYMES, AND FINGERPLAYS

Bears Everywhere

Bears, bears, bears everywhere	(point with index finger)
Bears climbing stairs	(make climbing motion)
Bears sitting on chairs	(sitting motion)
Bears collecting fares	(pretend to accept change)
Bears giving stares	(eyes wide opens look around)
Bears washing hairs	(rub fingers in hair)
Bears, bears, bears everywhere!	(point)

Going on a Bear Hunt

We are going hunting for a bear.	(shade eyes with hand and peer around)
We will walk down the sidewalk;	(pat hands on knees for walking)
Push our way through tall grass;	(alternately push hands away from body side to side)
	(alternately push hands away from body side to side)
Swim a river;	(make swimming motions)
And climb a tall tree.	("climb" as if pulling self up a rope hands alternating)

Keep looking!!	(shade eyes and peer all around)
What do you see?? A Bear????	(act surprised)
We have to get out of here!	(repeat above motions faster)
Climb down the tree, and Run!	
Swim that river, and Run!	
Push through that grass, and Run!	
Now Run up the sidewalk...and in the door...	
And shut the door tight!	(clap hands loudly)
Whew...I'm glad we are home safe!!	(wipe forehead with fingers and sigh)

ACTIVITY

BIG BEAR THAT SWALLOWED A TITLE
(all ages)

Supplies:

Butcher paper or any wide paper for the bear outline
Markers
Construction paper, strips of paper,
Scissors, staples, glue or tape

Program Description:

Lay the large piece of paper on the floor and trace a large bear's outline and then cut out. You will need two of these outlines. Draw facial features on one outline and hang on the wall for children to decorate. For each visit to the library, allow children to attach one piece of colored paper or yarn to the bear, and continue until the outline is completed. Have children write book titles on strips of paper to feed the bear. (Use a fish shape.) After the first outline is completed, remove from the wall and attach second outline for the bear's back, leaving a place where titles may be fed to it. Watch the bear grow. It must be supported in order to stand. This is silly fun for all ages and encourages children to read more books to make the bear really fat.

ACTIVITY

BEAR PAW BOP

For this game, players must first make bear paws from tagboard, with elastic attached that they may slip their hands under. Each player should have two paws. Players try to keep a balloon in the air and not touch the floor by bopping it with their paws.

BEARS

FOLLOW-UP IDEAS

Guess what I am? This guessing game uses the sounds and motions of different animals. Toddlers like to guess, and they like to act out the different animals with you. Start with a picture book about farm animals to give you ideas and to reinforce the actions with a picture. These are also more familiar to your child.

Watch for bears when shopping or when travelling anywhere, look at magazine and books. This activity is fun since bear logos are plentiful, it helps your toddle become more observant.

CRAFTS

KITCHEN CLAY

Materials:

2 cups baking soda
1 cup cornstarch
1 1/3 cups water
pinch of salt

This recipe feels almost like real clay. Put all the ingredients in a saucepan and mix well. Stir over medium heat until the mixture bubbles and thickens. Turn out onto a board or waxed paper and let cool. Knead until smooth. Wrap in a damp towel and place in the refrigerator for 10-15 minutes. Help your child learn how to squeeze, roll pat, and make balls from clay to put them together to make many different objects.

Store the clay in a tightly closed plastic bag in the refrigerator, and add a few drops of water to the bag to keep it from hardening. To preserve a special creation, let the object harden in the air for a day or two. Paint tempera or acrylic paints and cover with shellac. The result: a work of art!

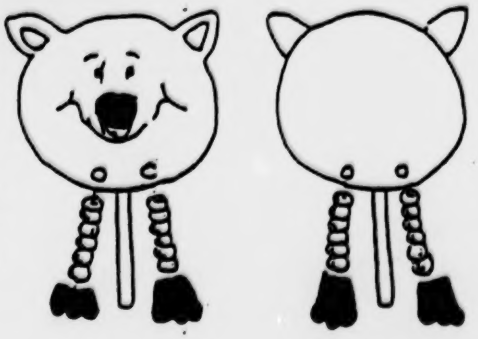
ANIMAL'S DANCING FEET

Materials:

Corrugated cardboard
Small Threadable beads
String
Scissors
Construction paper
Dowel
Crayons or
Magic markers

Cut an 8" circle from a piece of corrugated cardboard. Cut two additional 8" circles out of construction paper. Draw an animal face and back of head on the construction paper and glue to either side of the corrugated cardboard. Be sure the wavy design of the cardboard is vertical.

Punch 2 holes towards the bottom 1/4" of the circle. Make the holes about 1/2" from the edge, and equidistant from each other (see diagram.) Thread and tie one end of the string in each hole. Tie various colored beads to the other end of the string to resemble feet. Leave enough thread at the bottom on which to glue a construction paper foot, if desired. Stick a 12" dowel into the wavy groove of the ca board at least 5" up so that it resembles a lollipop. Glu place. Turn your animal from side to side with the dow make its "feet" dance.



GOOD BEAR DAY

October 27 is the birthday of President Theodore Roosevelt, born in 1858. In 1902, while the president was in Mississippi, a bear cub wandered into his camp. Teddy was a hunter, but he refused to shoot the young animal. A popular cartoonist drew a picture of the story.

The cartoon gave Morris Michtom, a candy seller and toymaker in Brooklyn, a good idea. He and his wife made a stuffed toy bear to sell. They put a sign on it that said "Teddy's Bear."

The rest is" history," almost everyone wanted one. Mr. Michtom founded the Ideal Toy Company to make all the bear folks ordered, and over the years teddy bears became a cherished part of childhood all over the world.

Give your teddy bear a place of honor today, and maybe a fresh ribbon around his neck for the occasion.

In your school or library invite "all good bears" and "some bad" to bring their favorite person to celebrate the day. Begin the celebration with a teddy bear parade. March and dance to the music "Teddy Bears Picnic."

Invite staff or community leaders to judge the bears. Make sure each bear in attendance gets a prize. (largest, brownest, best loved, most worn, etc.) Make ribbons from decorated stick on dots and crepe paper.

As each participant arrives have volunteers paint bear noses on them and give them a bear shaped name tag. Use tempra paint, or face paint for the noses. Be sure to include the staff in the face painting, they wouldn't want to be left out. Encourage them to bring their teddy bears also.

Bear stories should be a part of the day, and have the participants "GO ON A BEAR HUNT".

For treats on this "Beary Fun Day" serve blueberry muffins, bear shaped sugar cookies, or honey cakes.

I have celebrated this day annually at several libraries for many years. It is a day that patrons of all ages will look forward to and participate. My experience has been that as word spreads, the community really looks forward to participating.

DO YOU KNOW WHERE YOUR TEDDY BEAR IS?

MAKING TRACKS

Suggested level: All Ages

Special Note: Observing and collecting animal tracks and footprints is fascinating for kids. Some easily found tracks include rabbits, ducks, frogs, mice, squirrels, skunks, raccoons, invertebrates. such as crickets and centipedes, and cows. Note how many toes the animal has, whether the animal has toes or a hoof. the size and shape of the track, and the distance between tracks. This program will attract older children.

STORIES SHARED

Crinkleroot's Book of Animal Tracking
JIM ARNOSKY

All Kinds of Feet
RON GOOR

Feet!
PETER PARNALL

Owl Moon
JANE YOLEN

MORE STORIES TO SHARE AT HOME

Peterson 's First Guide to Mammals of North America
PETER ALDEN

The Snowy Day
EZRA KEATS

The Visual Dictionary of Animals

What Neat Feet
HANA MACHOTKA

Whose Footprints
MASAYUKI YUBUUCHI

FOLLOW-UP IDEAS

- Use any of the field guide identification books for identifying tracks you find.
- After a rain, when the ground is soft or slightly muddy, look for animal tracks and make plaster casts of them. Basic Techniques involve making a collar to put around the track from a strip of cardboard held with a paperclip or from a tin can with the top and bottom removed, or from a half-gallon milk carton cut into rings. Slowly fill the collar with plaster of Paris (quick drying works best). Let the cast partially set, then dig up with the collar intact. After it completely dries, remove all the dirt and clean the cast. Note that this method creates a raised cast rather than the depression made by the animal in the soft ground.
- Observe animal tracks with sand casting. This is an easy activity because the only material need is a tray full of damp sand. Simply have children move a pet through the sand. Suggested animals include a rabbit, kitten, puppy, snake or insect.
- Have children create an observation notebook to record the animal tracks they see. The notebook can be filled with children's sketches or photographs of the tracks. Suggest that notes include exact measurements, distance between tracks, the date and place where the tracks were found.
- Use the following information from "Walk Like a Bear" from *Nature Crafts For Kids* that has been reprinted with permission. See following page.

MAKING TRACKS

Walk Like a Bear

Animal tracks tell about animals. The distance between tracks and the impression show which part of the foot made the track, whether the animal was walking or running, and what kind of stride the animal has. Walking styles create certain patterns of tracks on the ground. There are four basic styles. They are diagonal walkers, pacers, bounders, and hoppers. The best way to learn the pattern created by these walking styles is to get down on all fours and pretend to be the animals. Hands become front feet and knees are rear feet. If this is done on soft sand or ground a track pattern is visible.

Diagonal walkers (cats, dogs, hoofed animals such as deer) make a nearly straight, left-foot, right-foot pattern. "Walk" by moving right front foot and left rear foot at the same time. Then move left front foot and right rear foot. Pacers include bears, porcupines, raccoons, opossums, and beavers. They leave a close, zigzag pattern as they waddle when they walk. To walk like a bear, move the right front and right rear "feet" at the same time, then the left front and left rear, and so on.

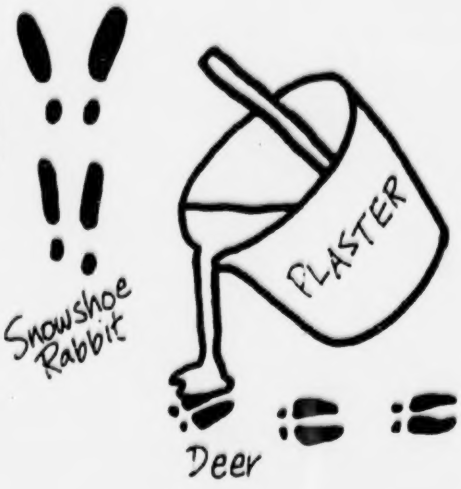
Bounders include most members of the weasel family. They make an evenly spaced boxlike pattern, with left and right paw prints pretty much side by side as they "bounce" from one place to another. "Walk" by moving both the front "feet," forward at the same time then quickly bring the rear feet up just behind the front feet. Continue in the same manner.

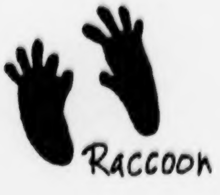
Hoppers (rabbits and rodents) move by jumping ahead with the rear feet, coming down on the front feet, and then pulling the rear feet in front of and to either side of the front feet to push off again. This one is hard to imitate! Reach out with the front feet (hands), then bring knees up ahead of and to the outside of arms. This is hard to repeat.

Reprinted with permission of Sterling Publishing Co., Inc., 387 Park Ave. S, NY, NY 10016 from Nature Craft For Kids, by Gwen Diehn and Terry Krautwurst, 1992.

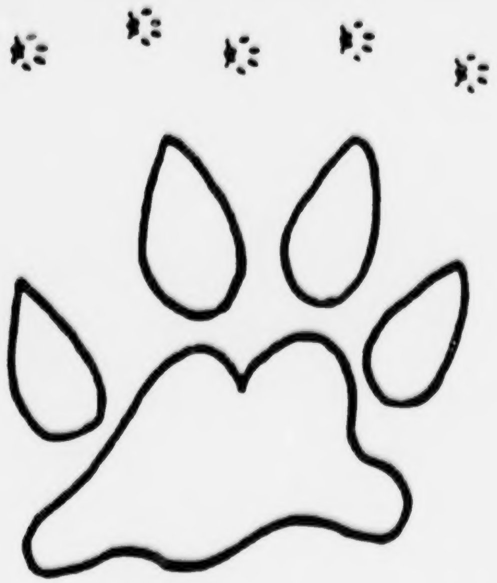
ANIMAL TRACK PAPERWEIGHT

Materials:
Plaster of Paris
Jug of vater
Large can or cut-down jug to mix plaster in and stick to stir

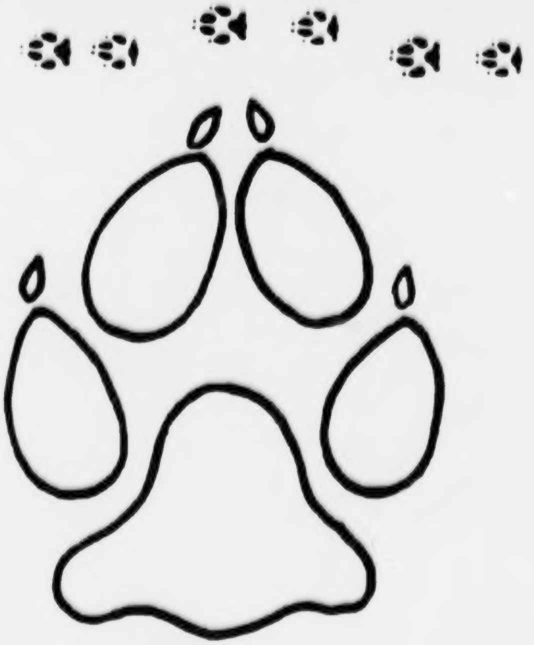




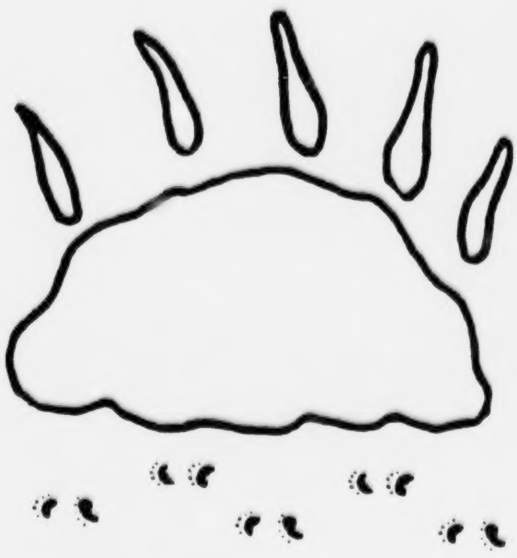
Stir the plaster with a stick. When it gets thick, pour it over a track. Let harden, then gently lift up the plaster cast.



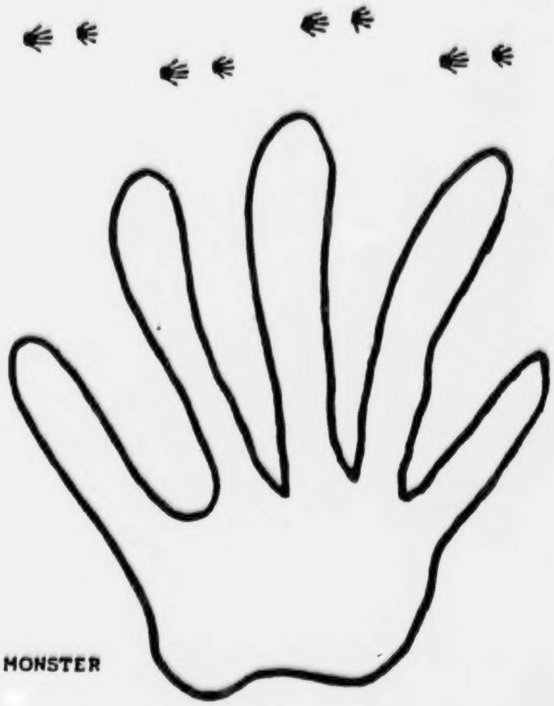
BOBCAT



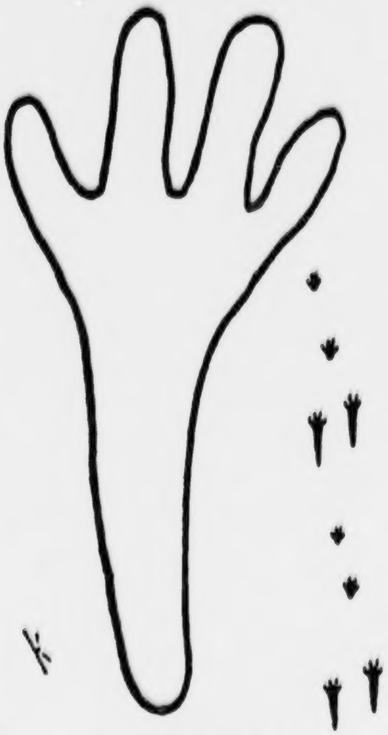
COYOTE



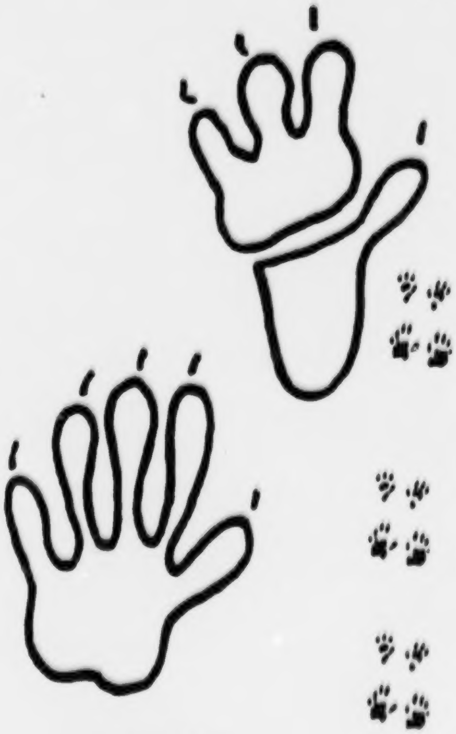
TORTOISE



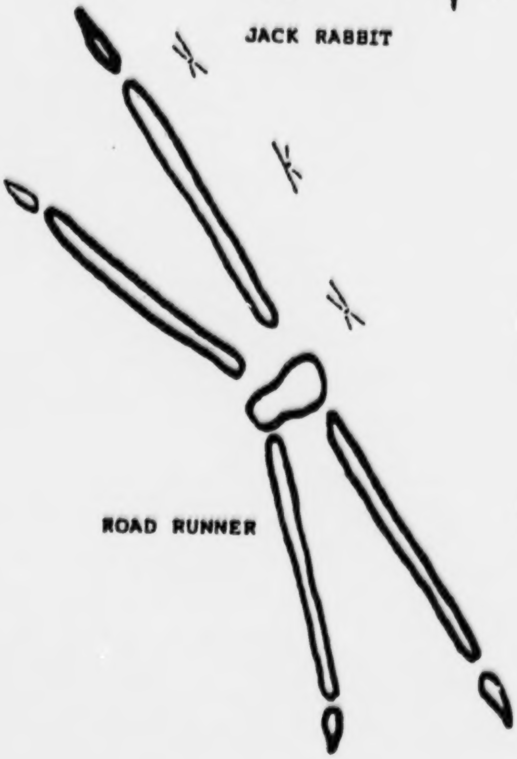
GILA MONSTER



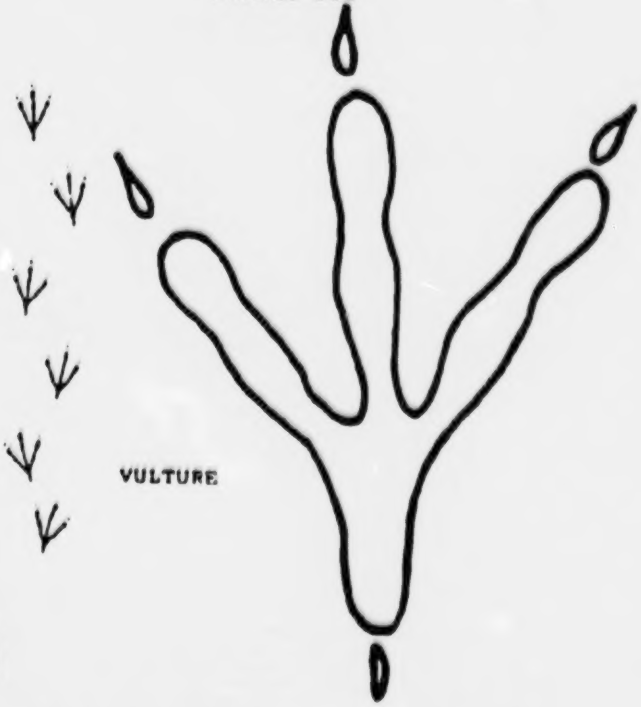
JACK RABBIT



PRAIRIE DOG



ROAD RUNNER



VULTURE

IF YOU GIVE A MOUSE A COOKIE

Laura Joffe Numeroff

Summary: When a little boy gives a mouse a cookie, he sets off a chain of astonishing events in this truly delightful picture book.

Audience: Preschool to grade 2 (ages 3 to 7)

Type: Read-aloud

Procedure: The pictures in this book are so captivating that it would be a shame not to share them with your audience. The text is brief, so read very slowly and make sure all the children can see the pictures. This story has a built-in-rhyme that is very easy to pick up after reading once or twice.Introduce the story by asking the children if they have a favorite kind of cookie. Listen to some of the answers and comment on them. Lead into the story by saying one of your favorite kinds of cookies is chocolate chip like the mouse in the story *If You Give a Mouse a Cookie.*

Preparation Time:

- Story—5 to 10 minutes
- Optional Activities
    - Milk and Cookie Feast—5 to 10 minutes (unless you bake the cookies from scratch)
    - Cookie Decorating—15 to 25 minutes
    - Where's the Cookie?—5 to 10 minutes

OPTIONAL ACTIVITIES

MILK AND COOKIE FEAST

As a tie-in to the story, treat the children to a milk and chocolate chip cookies feast while they discuss what they might have done in the little boy's place.

Materials Needed:
- chocolate chip cookies
- small glasses of milk

COOKIE DECORATING

If you have a small group of children, let the children decorate cookies with faces.

Materials Needed:
- cookies (sugar cookies work best)
- decorating materials (including icing, sprinkles, colored sugar, and assorted small candies)

Giveaways: Chocolate chip cookies

STORIED SHARED

The Chocolate Chip Cookie Contest
BARBARA DOUGLASS

Sam's Cookie
BARBRO LINDGREN

If You Give a Moose a Muffin
LAURA JAFFE NUMCROFF

*Reprinted with permission. *The Storyteller's Cornucopia.* Cathie Hilterbran Cooper. Alleyside Press. 1992

PANDA FORUM

Do a puppet show. Either make or purchase puppets of some of the endangered species. After researching various species, put together dialog explaining to children how each species became endangered.

SEEK AND FIND

Using an "Animal Tracks" book, select animals which are endangered. Enlarge tracks, using poster board, cut out several sets of tracks: also draw or enlarge a picture of the animal. Divide into groups. Give each group a list of items to find along the trail (all items will pertain to a certain animal!) After reaching the end of the trail, children must choose picture of the animal which best describes the items they have gathered. Each group that correctly guesses their animal wins a prize. This may be done inside. It's more fun in a park area outside.

PANDORA 'S BOX

Have Library Friends or a Civic Organization purchase or donate money for a large stuffed Panda. Place Panda bookmarks randomly in books throughout the children's area. Have top of bookmark project slightly above top of book, not too far or it becomes too easy. Each time a bookmark is found the child draws a question from the Panda Bowl. He or she then goes to encyclopedias, books, maps, etc. which have been set aside for this activity to find the answers. Once the answer is found, the child gives the answer to the person in charge. If the answer is correct, the child's name goes into a drawing for the Giant Panda. All questions pertain to endangered species.

PANDA FACTS

Using encyclopedias, animal books, etc. find out all you can about Pandas. Taking this information, break it into categories:

ex. Lifestyle
Eating Habits
Habitat
Lifespan
Etc.

Collect items such as bamboo, pictures, 4 oz. furry item (to represent weight of Panda at birth), bamboo shoots, etc. Divide children into groups. This can be a touch-taste-feel program. Let each child touch, taste, or feel items. This will give them an idea of what it's like to be a Panda.

THE GIANT PANDA

Size:	Adults, 5 feet, standing erect weighing 250-265 pounds
Distribution:	Southwestern China in mountainous areas
Diet:	Mainly bamboo, supplemented with fruit, flowers, grass, fungi, bark, berries. Must spend about 16 hours a day eating.
Order:	Carnivore

Family:	Procyonidae
Genus and Species:	Ailuropoda melanoleuca
Endangered Species:	There are currently only about 300 wild giant pandas. Ten years ago there were 1,000.
Habits:	Pandas are solitary animals. Pandas have developed large crushing molars and a grasping "thumb" on their forepaws to assist in eating bamboo. Pandas are good climbers. Pandas do not hibernate. Habitat loss is the main reason for the decline in pandas. Pandas have retractable claws, rather like cats. Usually only one panda cub is born. It is 6 inches long at birth weighing 3 or 4 ounces, and is blind. It takes 25-45 pounds of food to feed a panda each day Pandas are not related to bears, but are most closely related to racoons.

Summer Reading for Young Adults

Young adults, ages 12-18, or in grades 7-12, are generally not included in youth summer reading programs unless they participate with the younger age group. Adolescents often lose interest in reading and library use if they are not encouraged as they move away from the Children's Room. They need a special reading program specifically geared toward teen interests that will promote reading and get them to use the library on their own. Many libraries have had successful programs for this age group judging by positive feedback from Arizona libraries that have done programs and by articles appearing in professional literature. (See bibliography for a selected list.)

I. **General Goals and Objectives**

A. To promote reading and library use among teens by
   1. offering incentives.
   2. providing programs for fun and information.
   3. creating booklists and bibliographies of interest.

B. To increase young adult participation in the library by:
   1. offering volunteer opportunities to work in the library.
   2. asking teens to help in the planning and production of programs and activities for their peers.

II **Establishing a Young Adult Programs**

A. Establish a Theme
   1. Must be appropriate to the age group. Talk to teens themselves and be conscious of current trends in selecting a theme. Read current teen magazines to gather ideas.
   2. It is preferable to coordinate the teen theme with the juvenile theme, if possible,

B. Design a Program
   1. Devise a procedure and rules to log reading by:
      a. Pages read
      b. Minutes read
      c. Book reviews (entered onto computer or kept in file for peer reader advisory).
      d. Other; use your imagination!

   2. Decide upon appropriate incentives for teens.
      a. Fast food coupons.
      b. Theme park passes.
      c. Record, video, bookstore gift certificates.
      d. Shopping mall gift certificates.
      e. Bowling, batting, video arcade, skating passes.
      f. Clothing and jewelry.
      g. Hair care salons.
      h. Books and posters.

   3. Decide how purchased or donated incentives will be given out:
      a. Upon registering.
      b. As they turn in reading logs.
      c. Weekly drawings.

d. Grand prize drawing.
e. Some/all of the above.

4. Activities:
  a. Must be appropriate to the age level.
  b. Possible choices:
    Baby-sitting workshop
    College Financial Aid
    SAT Preparatory Workshop
    Sexuality information for parents and teens
    Junior High preparation/introduction
    Science fiction/fantasy illustration
    Role playing games or events: medieval crafts, costumes, swordplay
    Contests/puzzles that tie into theme.
    Cartooning
    T-shirt design
    Art shows
    Career exploration
    Creative writing
    Grooming and fashion
    Calligraphy
    Sign language
    Talent shows
    Baseball card collecting

III Budget

A. Locate Sponsors to help with funding:
  1. Friends of the Library
  2. Corporations and community businesses
  3. Grants
  4. Library budget
  5. Combination of above

B. Minimize Expenditures
  1. Incentives
    a. Ask businesses to sponsor the program by giving coupons, gift certificates, or merchandise.
      a1. Local businesses are usually more responsive than large national chains.
      a2. Start early - sometimes it takes a few months to get a response.
      a3. Donations should be acknowledged in publicity wherever possible.
      a4. Consider sending a token of the program with your thank-you. (Mesa Public Library sent a decal saying "We Support Reading at Mesa Public Library.")
    b. If library policy permits, you can also purchase incentives.

  2. Printing
    a. Check with printers or newspapers willing to print for little or no fee.

  3. Staff
    a. Hire temporary staff if funds are available.
    b. Use teen volunteers to administer program.

IV. **Publicity**

A. The program must be promoted primarily to teens. Some suggestions:
  1. Booktalks in middle, junior, and senior high schools.
  2. Newspaper, radio, and television announcements. Contact school newspapers in early spring. Call favorite teen radio stations.
  3. Cable television bulletin boards.
  4. Community bulletin boards.
  5. PA announcements in schools.
  6. Displays, posters, and flyers in the school libraries.
  7. Inserts in community mailings.

B. The program must also be promoted to parents

Young Adult Programs Bibliography

Blubaugh, Penny. "The Peace Safari: A Summer Reading Program". *Voice of Youth Advocates:* June 1990: 97.

Carton, Debbie. "Practically Speaking: Cover to Cover at Berkeley Public Library". *School Library Journal* July 1992: 34

Edgerton, Cathi. "Young Adult Summer Reading Games: a Source and Resource". *Voice of Youth Advocates*: August 1983 : 134-141+.

Graham, Kent W. and Gail Roberts. "Murder, They Read: YA Summer Reading Success". *Voice of Young Advocates:* February 1992: 363-364.

Jones, Patrick. *Connecting Young Adults And Libraries: A How-To-Do-It Manual.* N.Y., Neal-Schuman Publishers, 1992.

Knieriem, K. Lesley. "Murder in the Library", (Practically Speaking: Replicable Programs and Useful Ideas). *School Library Journal,* April 1994: 48.

Krahnke, Kitty. "Ripples on the YA Pond: the Library Lottery is Born". *Voice of Youth Advocates*: August 1992: 161-162.

McMurrer, Eileen. "Arlington's Teen Reading Machine". *Voice of Youth Advocates*: August 1989: 151-152.

Nagle, Ann. "YA Summer Reading Plan". *Voice of Youth Advocates:* June 1987: 71.

Olson, Betty. "Auction Climaxes YA Summer Reading Program". *Voice of Youth Advocates:* June 1991: 86-87.

Voice of Youth Advocates: (journal). Metuchen, N.J., Scarecrow Press, (P.O. Box 4167, zip: 08840).

SAMPLES OF
YOUNG ADULTS
PROGRAM MATERIALS

PANDAMONIUM AT THE LIBRARY

ARIZONA READING PROGRAM

Now For Teens!

PANDAMONIUM AT THE LIBRARY

SUMMER READING PROGRAM

Now For Teens!

Young Adult

Young Adult

Young Adult

Young Adult

Reading Program

Reading Program

Reading Program

Reading Program

Summer Reading Program

Summer Reading Program

Summer Reading Program

Summer Reading Program

Ages 12-18

Ages 12-18

Ages 12-18

Ages 12-18

Registration Form

Registration Form

Registration Form

Registration Form

Rules

Rules

Story Telling

Story Telling

Story Telling

Story Telling

Crafts

Crafts

Crafts

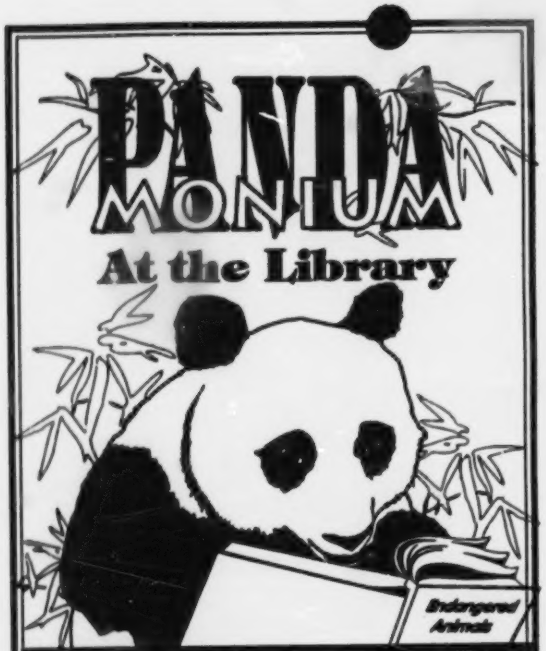
Crafts

Pandamonium At The Library

Pandamonium At The Library

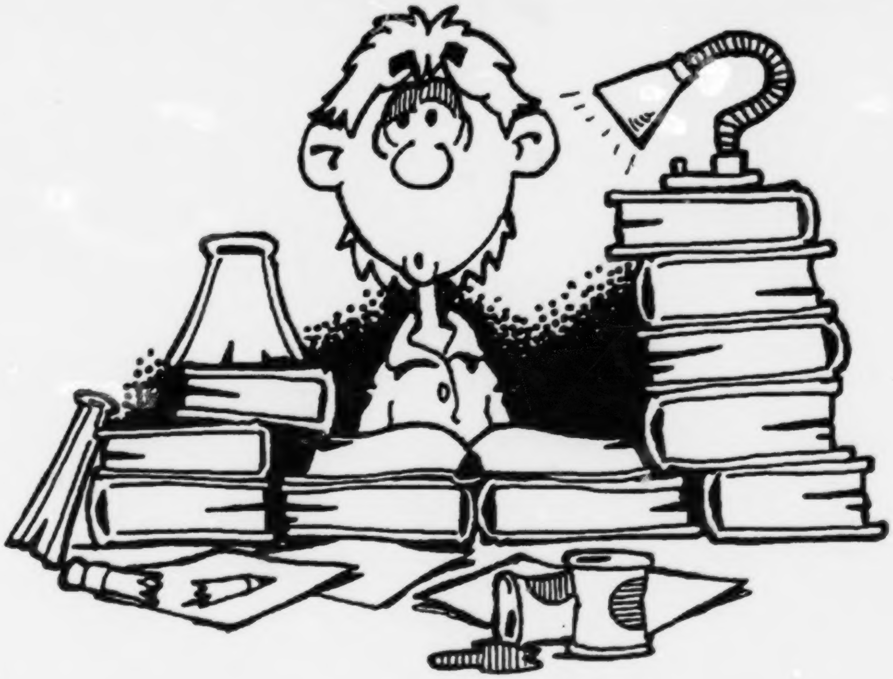
Pandamonium At The Library

Pandamonium At The Library


PANDA
MONIUM
At the Library
Endangered Animals

Summer Reading Suggestions For Teens

Use These
Samples From Last Year's
Program As Ideas To Develop
Brochures And Flyers
For Pandamonium.



S.A.T. I

Sample Test

Workshop & Follow Up

Tuesday, August 2 • 12:30-4:30 p.m.

Thursday, August 11 • 2-3:30 p.m.

Call ahead to register-Princeton Review 967-1480

Mesa Public Main Library • Young Adult Room • 64 E. 1st St. •644-2734

Junior High Jitters

For new 7th graders

Tuesday, August 16

10 a.m.-12:30 p.m.

Sign up starts August 9

Mesa Public Main Library • Young Adult Room • 64 E. 1st St. •644-2734

Best Foot Forward

Grooming • Skin & Hair Care
Make-Up Techniques

Tuesday, August 9
2-4 p.m.

Sign up starts August 2

Mesa Public Main Library • Young Adult Room • 64 E. 1st St. •644-2734

Sporting Cards Workshop

Strings
Duncan Phule

30
Crusher Bones

FLARE
Shades MacKenzie

How-Tos for Collectors & Traders

Everyone Welcome

Friday, June 10
2-4 p.m.

Young Adult Room • Mesa Public Library • Main Library • 64 E. 1st St. • 644-2734

BEST COPY AVAILABLE

Shape Down for Teens

Monday
June 6
2-4 p.m.

Sign-Up starts May 3[illegible]

Young Adult Room • Mesa Public Library • 64 E 1st St. • 644-2734

BEST COPY AVAILABLE

Babysitting

Workshop

Thursday & Friday

July 14 & 15

1-5 p.m. each day

Sign-Up starts July 7

Young Adult Room • Mesa Public Library • Main Library • 64 E. 1st St. • 644-2734

BEST COPY AVAILABLE

Origami

Workshop

Thursday, July 7

12:30 - 3 p.m.

Sign-up starts June 30

Young Adult Room • Mesa Public Library • Main Library • 64 E 1st St. • 644-2734

BEST COPY AVAILAB

"Some of the best things in life are free, but college isn't one of them."

Finding Money For College

Saturday, August 1
2-4 p.m.
Saguaro Room
Registration starts July 25

Young Adult Room ✦ Mesa Public Library ✦ 64 E. 1st Street ✦ 644-2734

SPRING
BREAK

FOR TEENS
AGES 12-18

Mesa Public Library-Main
Young Adult Room
64 E. 1st Street ❖ 644-2734

MONDAY, MARCH 14

2-4 p.m., Ocotillo Room

Money Basics for Teens

Learn about wise spending, investing, saving for college, and budgeting.
Registration is required and begins Monday, March 7.

TUESDAY, MARCH 15

2-4 p.m., Ocotillo Room

How to Track Down a Summer Job

How to find out about jobs, apply for them, interview, and work successfully.
Required registration begins Tuesday, March 8.

WEDNESDAY, MARCH 16

1-4 p.m., Ocotillo Room

Sign Language for Beginners

An introductory course. Registration begins Wednesday, March 9.

THURSDAY, MARCH 17-ST. PATRICK'S DAY

2-3 p.m., Ocotillo Room

Gaeltales

Tales and songs about the wandering Irish storytellers for teens, but older children and adults are also welcome.
Told by professional storyteller Tommie Brogan.

SATURDAY, MARCH 19

9:30 a.m.-5:30 p.m., Ocotillo Room

Babysitting Workshop

An eight-hour, 4-H certified course for ages 12-18 or grades 7-12. Please bring your own lunch and snacks.
Required registration begins Saturday, March 12.

BEST COPY AVAILABLE

Windsor, Pat[illegible] The Christmas Killer. (YA FIC)

First Nancy's body is found, then another girl is reported missing, and people in their town are in fear of the killer striking again.

Yolen, Jane. The Dragon's Boy. (YA SF)

Young Arthur meets a dragon and comes to accept him as a friend and mentor, then learns his secret.

NONFICTION

Asimov, Isaac. Young Ghosts. (YA 808.83873 Y85)

Includes twelve tales involving young ghosts by a variety of authors.

Berlitz, Charles. The Bermuda Triangle. (YA 001.94 B455)

What is the secret of the Bermuda Triangle, a mysterious place in the Atlantic Ocean where ships and planes disappear forever?

Berlitz, Charles. The Mystery of Atlantis. (YA 398.234 B455)

Was the story of Atlantis true or an outright lie? Learn the facts here!

Cohen, Daniel. Ghosts of the Deep. (YA 133.1 C66G)

A collection of encounters with ghostly sailors and other nautical apparitions.

Cohen, Daniel. The World's Most Famous Ghosts. (YA 133.1 C66)

Presents accounts of well-known ghosts that haunt the White House, the Tower of London, and several other places.

Deem, James M. How to Find a Ghost. (YA 133.1 D36)

Discusses the characteristics of ghosts with descriptions of sightings and instructions for becoming a ghost detective.

Dolan, Edward F. Great Mysteries of the Air. (YA 001.94 D686)

Presents unsolved mysteries of modern flight, including ghostly appearances, unexplained crashes, and aircraft disappearances.

Haines, Gail Kay. Test[illegible]e Mysteries. (YA 509 H127)

14 tales describe significant breakthroughs and discoveries in scientific knowledge.

Larsen, Anita. Lost and Never Found, Volumes I and 2. (YA 001.94 L329)

True tales of real-life people who disappeared, forever.

Macaulay, David. Motel of the Mysteries. (YA 817.54 M119)

In the year 4022, scientists unearth the remains of the mysterious civilization called USA.

Randolph, Blythe. Amelia Earhart. (YA 926 EA72)

The life and career of the famous aviator, from her girlhood in Kansas, through her successes breaking aviation records and her increasing fame, to her mysterious disappearance.

Roop, Peter and Connie Roop. Dinosaurs. (YA 567.91 R675)

Join in the hunt for solutions to the dinosaurs' extinction in this introduction to the intriguing theories of experts.

Wollard, Kathy. How Come? (YA 500 W834H)

Find out the answers to scientific mysteries, like: Why are bubbles round? What is a black hole? Where do tornadoes come from?...and more.

Yancey, Diane. The Hunt for Hidden Killers: Ten Cases of Medical Mystery. (YA 614.4 Y15H)

Describes how doctors and public health investigators work to unravel the mysteries surrounding unusual symptoms, unexplained poisonings, and outbreaks of rare or previously unknown diseases.

Young Adult Room
Mesa Public Library
Main Library
64 E. 1st Street
644-2734

Summer 1994

GET A
CLUE
AT THE LIBRARY

Summer Reading Suggestions for Teens

BEST COPY AVAILABLE

Young Adult Room
Mesa Public Library
Main Library

Scavenger Hunt Rules and Guidelines

1. There are eight scavenger hunts -- one for each week of the Summer Reading Program. Each file is labelled for each week. Feel free to give out previous scavenger hunts if anyone wants one.

2. One prize per person per week. Record person's name on sheet in folder as receiving a prize.

3. Answers are in the folder for that week. Hunters can find answers in any book or computer they want (as long as it's the right answer!) I will offer suggestions on sources for each question on the answer sheet.

4. This is for fun, so feel free to help as much or as little as you want. Use your own judgment on rewarding prizes -- but it would be good if the participants at least tried to answer all the questions.

Directions:

1. Read each question carefully to determine what kind of information is needed.

2. Think about the question. What is the subject? What kind of book or computer search do you need? Sometimes the answer can be found in the encyclopedia, almanac, dictionary, computer catalog or other reference book.

3. Not there? Maybe you need a special subject reference book or computer search. Check the computer catalog for the subject call number and go to that area in the reference section.

4. If you need help, ask the Young Adult librarian. We can give you clues to get you on the right track. *Do not ask the Reference Librarian at the "Ask Here" Desk.*

If you are totally stumped, check out the hints on the back panel.

Only one prize per person per week

Name ____________________________

Phone ____________________________

Hints:

1. Statistics are tricky things but available in so many places around the world.

2. "Last name first" is the familiar quotation.

3. Dewey Decimal has a great recipe for fried chicken.

4. Measure the importance of this question carefully.

5. That starts with P, rhymes with E, and that stands for...eggplant?

Young Adult Room
Mesa Public Library
64 E. 1st Street
644-2734

Scavenger

HUNT

Yes, We Have No Bananas #2

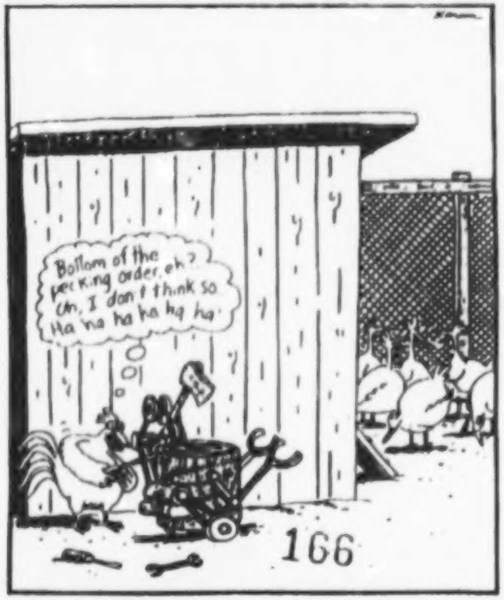
A Food Scavenger Hunt

Young Adult Room
Mesa Public Library

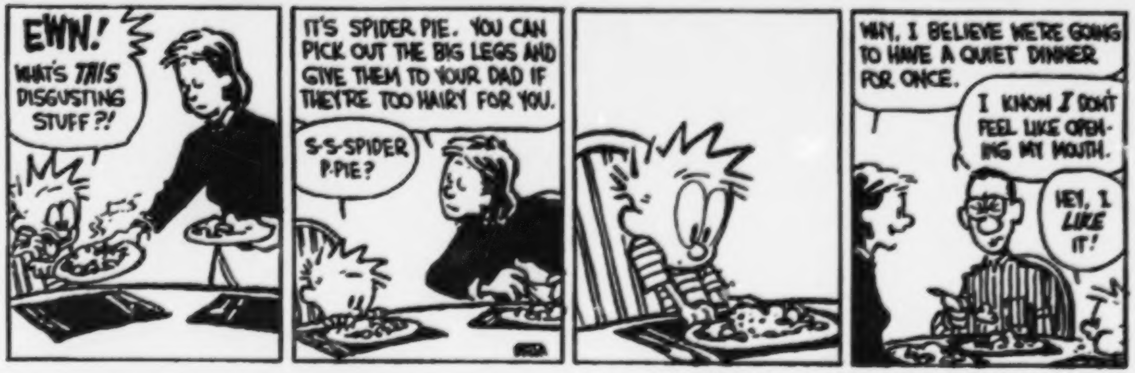
—Knock, knock.
—Who's there?
—Chicken.
—Chicken who?
—Chicken the oven. I think something's burning.

—*from* ***500 Wacky Knock-Knock Jokes for Kids*** *by Dora Wood*

1. Speaking of chickens, Arizona produced 85 million eggs in 1992. How many would each of us get if that number was divided equally among Arizona's population?


Bottom of the pecking order, eh? Oh, I don't think so. Ha ha ha ha ha ha

—*from* ***The Chickens Are Restless*** *by Gary Larson*


EWW! WHAT'S THIS DISGUSTING STUFF?!
IT'S SPIDER PIE. YOU CAN PICK OUT THE BIG LEGS AND GIVE THEM TO YOUR DAD IF THEY'RE TOO HAIRY FOR YOU.
S-S-SPIDER P-PIE?
WHY, I BELIEVE WE'RE GOING TO HAVE A QUIET DINNER FOR ONCE.
I KNOW I DON'T FEEL LIKE OPENING MY MOUTH.
HEY, I LIKE IT!

—*from* ***Scientific Process Goes Boink*** ***by Bill Watterson***

> **"Civilization has taught us to eat with a fork but even now if nobody is around we use our fingers."**
>
> **—Will Rogers**

2. Will Rogers said that in 1935. He was known as the "cowboy philosopher" because he began his career as a cowboy and rose to world fame as an author and movie star. What is the statement he's best known for?

3. Judith Ré, author of **Social Savvy**, writes that a few foods can be eaten with fingers, including corn on the cob, grapes, and fried chicken. Assuming standard portions are served, how many calories does this finger-lickin' good meal have?

4. You're creating a culinary masterpiece, called Moussé le Disgustfulle, and discover the recipe calls for a "magnum" of melted chocolate. Approximately how much melted chocolate is that?

—Knock, knock.
—Who's there?
—Pecan.
—Pecan who?
—Pecan someone your own size!

—*from* ***500 Wacky Knock-Knock Jokes for Kids*** *by Dora Wood*

5. Which state produces the most pecans?

BONUS: What's the name of that state's bird?

Answers #2

1. 23 eggs. This is based on 1990 population figures for Arizona divided by 85 million eggs.

Population statistics can be found in the World Almanac, Statistical Abstracts of the U.S. (at reference desk), and in Population Abstract of the US (R317.3 P819P). All three list the population at 3,665,228.

However, the World Book Encyclopedia lists a different number for Arizona population so expect that answers may vary.

2. There are two possible answers.

"I never met a man I didn't like." Listed in World Book Encyclopedia as his most famous quote, and

"All I know is what I read in the papers." Listed in Familiar Quotations, available in reference and adult nonfiction.

Basically, if Will Rogers said it, count it as a right answer.

3. About 300 calories.

Fried chicken drumstick:	120 cals.
Grapes (1 cup):	58 cals.
Corn on the cob:	120 cals.

This can be found by looking up calories in the computer subject search and going to that Dewey number (641.1042) in the reference section. There are many books there that will help.

4. About 50 ounces.

This can be found in any dictionary. It can also be found by looking up weights and measures as a subject search in the computer and going to that area in reference (389-389.1).

5. Georgia.

E stands for Encyclopedia and World Book is right in Children's Reference. However, the Encyclopedia Americana gets fancy and lists Georgia first in **cultivated** trees, and Texas and Louisiana first in wild tree production. So accept these answers if someone has them.

BONUS: Brown Thrasher. Also in the encyclopedia under "Georgia."

Directions:

1. Read each question carefully to determine what kind of information is needed.

2. Think about the question. What is the subject? What kind of book or computer search do you need? Sometimes the answer can be found in the encyclopedia, almanac, dictionary, computer catalog or other reference book.

3. Not there? Maybe you need a special subject reference book or computer search. Check the computer catalog for the subject call number and go to that area in the reference section.

4. If you need help, ask the Young Adult librarian. We can give you clues to get you on the right track. *Do not ask the Reference Librarian at the "Ask Here" Desk.*

If you are totally stumped, check out the hints on the back panet.

Only one prize per person per week

Name________________________

Phone________________________

Hints:

1. Be Brave—Batty Books Bring Buckets of Bewitching Beasts.

2. Let's play the naming game!

3. Get Real Zebras Inside Mom's Extra Kitchen.

4. See Hint #3.

5. My Uncle Guinness has about a million records.

Young Adult Room
Mesa Public Library
64 E. 1st Street
644-2734

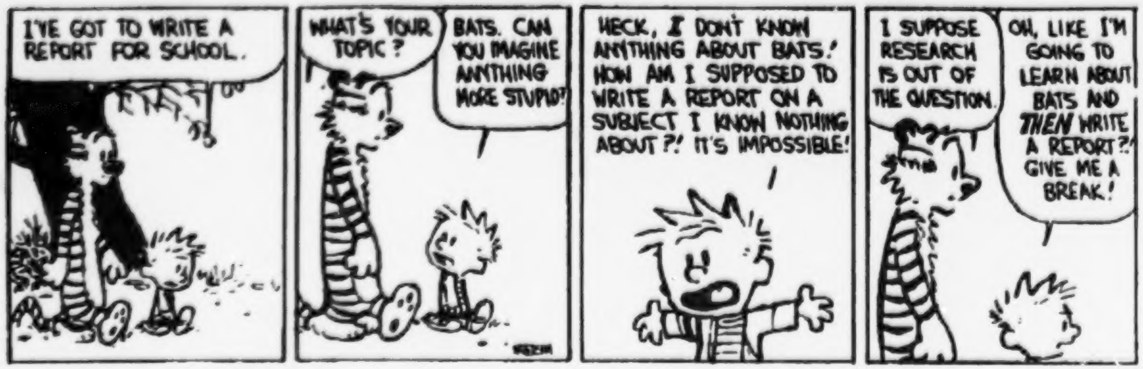
Scavenger
HUNT

#5

Animaniacs

A Beastly Scavenger Hunt

Young Adult Room
Mesa Public Library


I'VE GOT TO WRITE A REPORT FOR SCHOOL.
WHAT'S YOUR TOPIC?
BATS. CAN YOU IMAGINE ANYTHING MORE STUPID?
HECK, I DON'T KNOW ANYTHING ABOUT BATS! HOW AM I SUPPOSED TO WRITE A REPORT ON A SUBJECT I KNOW NOTHING ABOUT?! IT'S IMPOSSIBLE!
I SUPPOSE RESEARCH IS OUT OF THE QUESTION.
OH, LIKE I'M GOING TO LEARN ABOUT BATS AND THEN WRITE A REPORT?! GIVE ME A BREAK!

from Scientific Process Goes Boink by Bill Watterson

1. Don't be a Calvin. Your report on bats is sure to get an A because you are going to do RESEARCH. The first step of writing a great research paper is NARROW YOUR TOPIC. Other people in your class already chose Vampire Bats and Baseball Bats, so what other kind of BAT are you choosing for your report?

"The best thing about animals is that they don't talk much."
—Thornton Wilder

2. Your new dog, an Affenpinscher, needs a name. After much deliberation, you've decided to name her Gerde, even though she wags her tail at the mail carrier. What does Gerde mean?

3. What is the scientific name for the North American raccoon?

What is an important aid in good grooming for pet mice?

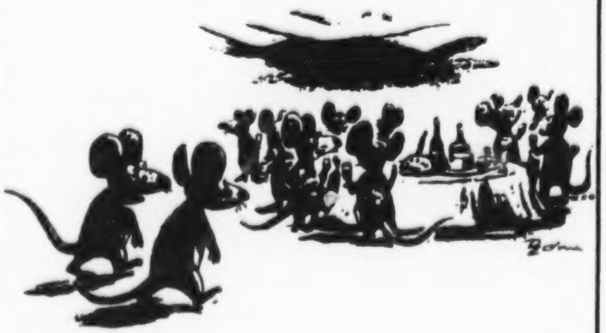
Mousewash!

from 101 Pet Jokes by Phil Hirsch

4. You've discovered a mouse in your house and your mother insists on it leaving IMMEDIATELY! You don't have the heart to kill it (you've named it Franklin) and you're thinking of trapping it and releasing it in the empty field next door. Can a house mouse live outside a house?

5. The largest mammal in the world is the blue whale, which weighs about 29 tons. What does the smallest mammal in the world (on land) weigh?

BONUS:
What is the fastest mammal on land (over a short distance)?



"Oh, Lord! Not another wine-and-cheese party."

from New Yorker Cartoon Album 1975-1985

Answers to #5

1. Possible Answers: Little Brown Bat, Fruit Bat, Big Brown Bat, Pipistrelle.

Answers can by found by looking in a book about bats (the computer lists several in JUV 599.4 section) or look in encyclopedia.

2. Fighter or Protector (or Protected)
Could also use variation "Gerda"

Answers can be found in books on names (929.44). The hint refers to the book **The Naming Game**.

3. Procyon Lotor

G
R
Z
I spells **Grzimek** in Adult Reference. Look up Raccoon, North Ameican
M
E
K

4. Yes. The house mouse that lives out of doors eats insects and plants.

Can be found in **Grzimek's** and **World Book Encyclopedia**.

5. The Kitti's hog-nosed bat, also called the Bumblebee bat, weighs 0.06 - 0.07 ounce.

This is found in **Guinness Book of World Records**.

BONUS: The Cheetah, or Hunting Leopard. (found in same place).

HOW

Fill out the application attached.

WHO

Teens between the ages of 12-18 (twelve-year-olds can volunteer the summer following sixth grade).

WHAT

We depend on teen volunteers to help
- check out headphones, CDs and games
- cover books
- sort books
- sett up for game nights
- straighten shelves
- give directions

WHEN

Help us for two hours each week...after school, evenings or weekends during the school year and daytimes during the summer.

WHY

Volunteering helps you help others, and...
- teaches you job skills & values
- introduces you to other teens from other schools
- places you in a great spot for doing homework or reading
- makes you feel good
- is fun!

WHERE

Young Adult Room
Mesa Public Library
64 E. 1st St.
644-2734

Mesa Public Library
Young Adult Area
Volunteer Application

Date ____________________

Name ____________________

Address ____________________

City __________ Zip __________

Phone ____________________

Date of Birth ____________________

School ____________________

Grade ____________________

Special hobbies or interests:

____

____

____

Other activities or clubs:

____

____

____

What are your reasons for volunteering?

____

____

____

Volunteering is like having a job. We count on you to be here at a certain time. Volunteers are asked to work at least 2 hours a week.

What times can you work as a volunteer?

Days ____________________

Times ____________________

IN EMERGENCY, CONTACT:

Name ____________________

Home Phone ____________________

Business Phone ____________________

Name of Parent or Guardian

____

Address ____________________

Phone ____________________

Signature of Parent or Guardian consenting to applicant's working as a volunteer:

____

I hereby apply for work as a volunteer in the Young Adult Area of the Mesa Public Library. I understand that if I am accepted, I will be expected to show up and work when I am scheduled. I will notify a librarian in the Young Adult Area if I can't work as scheduled.

____
Applicant's Signature

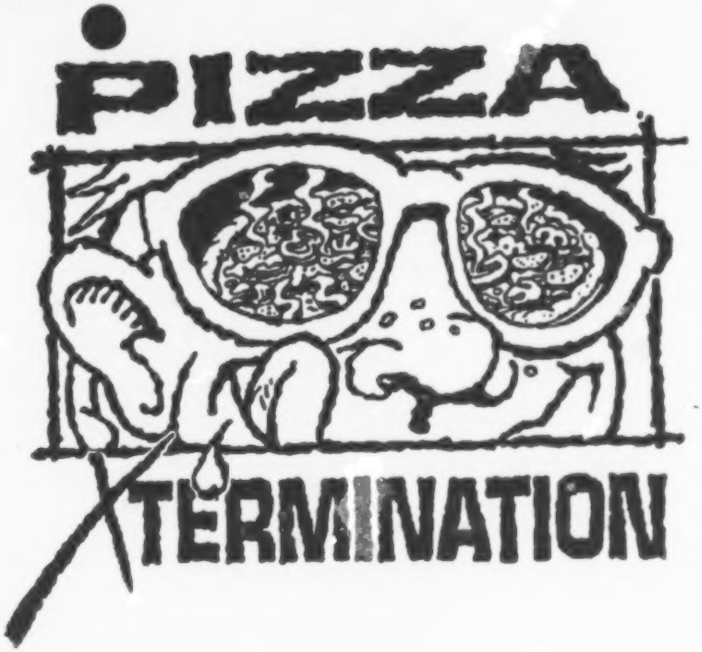
____
Date

DROP BY

Mesa Public Library

We can use your help in our Young Adult Volunteer Program

Young Adult Room
Mesa Public Library
64 E. 1st Street
644-2734


PIZZA
XTERMINATION

PIZZA
XTERMINATION

PIZZA
XTERMINATION

PIZZA
XTERMINATION

You are invited to this year's

Pizza Xtermination

to thank you and all our
young adult volunteers
for the help
you have given the library
this summer.

Saturday, July 23
12-1 p.m.
Ocotillo Room
Mesa Public Library
64 E. 1st St.

☎ If you plan to come, please call
644-2734 by July 20

You are invited to this year's

Pizza Xtermination

to thank you and all our
young adult volunteers
for the help
you have given the library
this summer.

Saturday, July 23
12-1 p.m.
Ocotillo Room
Mesa Public Library
64 E. 1st St.

☎ If you plan to come, please call
644-2734 by July 20

You are invited to this year's

Pizza Xtermination

to thank you and all our
young adult volunteers
for the help
you have given the library
this summer.

Saturday, July 23
12-1 p.m.
Ocotillo Room
Mesa Public Library
64 E. 1st St.

☎ If you plan to come, please call
644-2734 by July 20

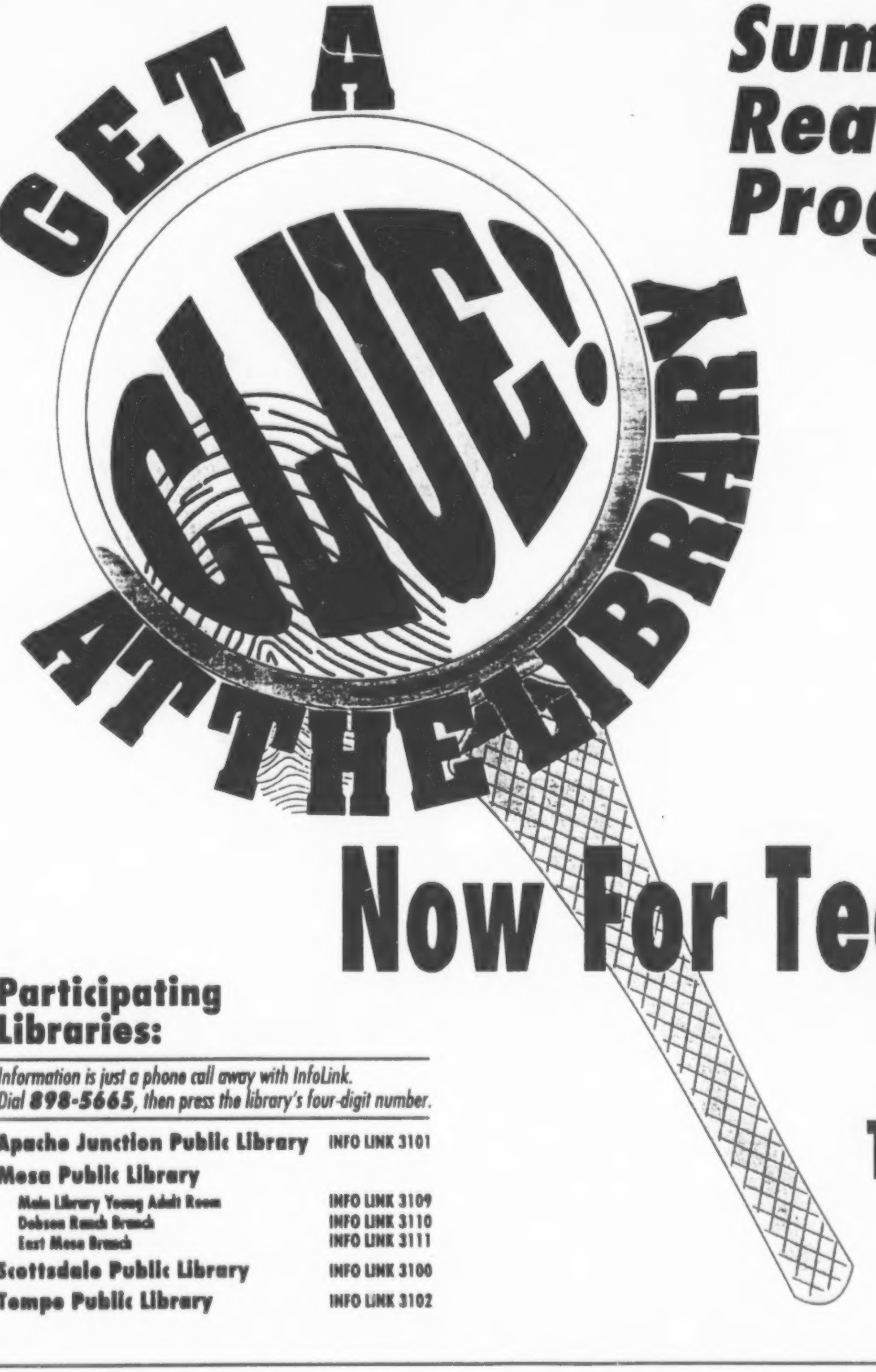
You are invited to this year's

Pizza Xtermination

to thank you and all our
young adult volunteers
for the help
you have given the library
this summer.

Saturday, July 23
12-1 p.m.
Ocotillo Room
Mesa Public Library
64 E. 1st St.

☎ If you plan to come, please call
644-2734 by July 20



Summer Reading Program

Now For Teens!

Ages 12-18

Participating Libraries:

Information is just a phone call away with InfoLink.
*Dial **898-5665**, then press the library's four-digit number.*

Apache Junction Public Library	INFO LINK 3101
Mesa Public Library	
Main Library Young Adult Room	INFO LINK 3109
Dobson Ranch Branch	INFO LINK 3110
East Mesa Branch	INFO LINK 3111
Scottsdale Public Library	INFO LINK 3100
Tempe Public Library	INFO LINK 3102

CITY OF MESA

MESA PUBLIC LIBRARY

Young Adult

Summer Reading Program

Ages 12-18

BEST COPY AVAILABLE

Get a Clue at the Library

Rules

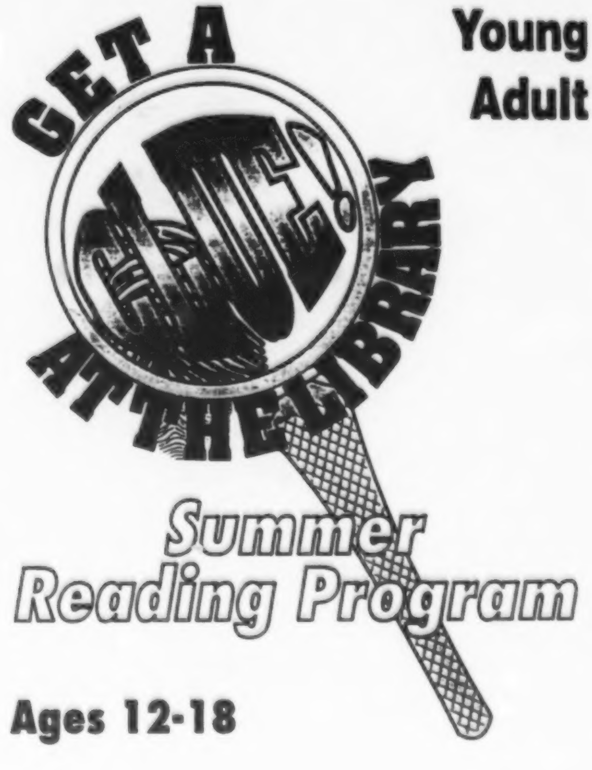
- For ages 12-18 or grades 7-12.
- Program will run for eight weeks, from Saturday, June 4, 1994 (first day for registration) to Saturday, July 30, 1994. Last day to register is Saturday, July 23.
- Reading time can be counted only after you register.
- You may register only one time and receive one reading log with eight sections for each week of the program.
- Check off or darken each box as you complete 30 minutes of reading. Each week's section has eight boxes totalling 240 minutes (4 hours).
- At least 4 hours of reading is required for each week of the program.
- Bring your completed—all boxes filled in or checked off—weekly section to the library to get a coupon for free activities/food/giveaways and for a chance at the weekly drawing(s).

- Weekly drawings take place on Saturdays. You don't need to be present to win, however that week's section of the reading log must be brought into the library by 2 p.m. Saturday to qualify for that week's drawing.
  ***NOTE:** Due to holiday hours Independence Day weekend (closed July 2-4), the drawing will take place on **Friday, July 1.** Logs must be in by 2 p.m. that day.*
- All non-winning reading log sections are automatically entered in the grand prize drawing.
- Grand prize drawings will take place Saturday, July 30, 1994 at 2 p.m.
- If you complete all eight weeks of the Summer Reading Program you will be eligible for a special prize.
- All prizes must be picked up by August 13, 1994.

CITY OF MESA

MESA PUBLIC LIBRARY

Young Adult

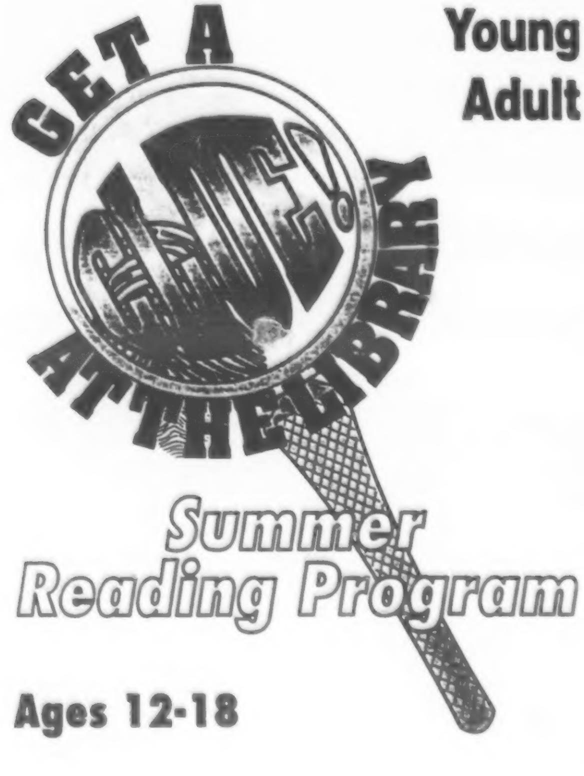

GET A CLUE AT THE LIBRARY
Summer Reading Program

Ages 12-18

CITY OF MESA

MESA PUBLIC LIBRARY

Young Adult


GET A CLUE AT THE LIBRARY
Summer Reading Program

Ages 12-18

Get a Clue at the Library

Rules

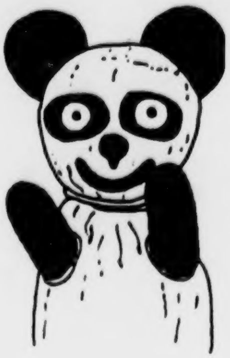
- For ages 12-18 or grades 7-12.
- Program will run for eight weeks, from Saturday, June 4, 1994 (first day for registration) to Saturday, July 30, 1994. Last day to register is Saturday, July 23.
- Reading time can be counted only after you register.
- You may register only one time and receive one reading log with eight sections for each week of the program.
- Check off or darken each box as you complete 30 minutes of reading. Each week's section has eight boxes totalling 240 minutes (4 hours).
- At least 4 hours of reading is required for each week of the program.
- Bring your completed—all boxes filled in or checked off—weekly section to the library to get a coupon for free activities/food/giveaways and for a chance at the weekly drawing(s).
- Weekly drawings take place on Saturdays. You don't need to be present to win, however that week's section of the reading log must be brought into the library by 2 p.m. Saturday to qualify for that week's drawing.
  ***NOTE:** Due to holiday hours Independence Day weekend (closed July 2-4), the drawing will take place on **Friday, July 1.** Logs must be in by 2 p.m. that day.*
- All non-winning reading log sections are automatically entered in the grand prize drawing.
- Grand prize drawings will take place Saturday, July 30, 1994 at 2 p.m.
- If you complete all eight weeks of the Summer Reading Program you will be eligible for a special prize.
- All prizes must be picked up by August 13, 1994.

Get a Clue at the Library

Rules

- For ages 12-18 or grades 7-12.
- Program will run for eight weeks, from Saturday, June 4, 1994 (first day for registration) to Saturday, July 30, 1994. Last day to register is Saturday, July 23.
- Reading time can be counted only after you register.
- You may register only one time and receive one reading log with eight sections for each week of the program.
- Check off or darken each box as you complete 30 minutes of reading. Each week's section has eight boxes totalling 240 minutes (4 hours).
- At least 4 hours of reading is required for each week of the program.
- Bring your completed—all boxes filled in or checked off—weekly section to the library to get a coupon for free activities/food/giveaways and for a chance at the weekly drawing(s).
- Weekly drawings take place on Saturdays. You don't need to be present to win, however that week's section of the reading log must be brought into the library by 2 p.m. Saturday to qualify for that week's drawing.
  ***NOTE:** Due to holiday hours Independence Day weekend (closed July 2-4), the drawing will take place on **Friday, July 1.** Logs must be in by 2 p.m. that day.*
- All non-winning reading log sections are automatically entered in the grand prize drawing.
- Grand prize drawings will take place Saturday, July 30, 1994 at 2 p.m.
- If you complete all eight weeks of the Summer Reading Program you will be eligible for a special prize.
- All prizes must be picked up by August 13, 1994.

PANDA PUPPETS[1]



Materials Needed:

- 2 old socks, white and brown
- 2 gloves, black and red
- black, white and brown felt
- fabric or tissue paper for stuffing
- black marker pen
- scissors
- strong glue
- string
- buttons

Procedure:

1. To make the giant panda's head, loosely stuff the foot of a white sock with fabric or tissue paper. Put on the black glove and push your gloved hand into the sock, so that your three big fingers can work the head. Tie some string around the neck, but leave it loose enough for your fingers to go in and out.

2. Cut two small holes in the sock below the neck. Pull the thumb and little finger of the glove through the holes to make the panda's arms.

3. Stick two black felt circles to the panda's head for the ears.

4. For the eyes, cut out two black rectangular felt shapes and two white circles. Glue the circles in the middle of the rectangles, draw black dots for pupils, and the glue the eyes into position.

5. Finally, stick on a black felt nose and a friendly mouth. Slip your gloved hand into the panda's head and make him nod to say hello.

6. You could use the same method, with a brown sock and a red glove, to make a red panda. Add some brown felt ears and sew on two button eyes. To make the long striped tail, cut a strip of brown felt and mark it with black marker pen. Stick the tail to the brown sock body.

---

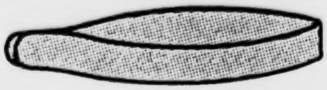
[1] from: Morris, Ting. *Animals.* New York: Franklin Watts, 1993.

CROW HEADBANDS[2]

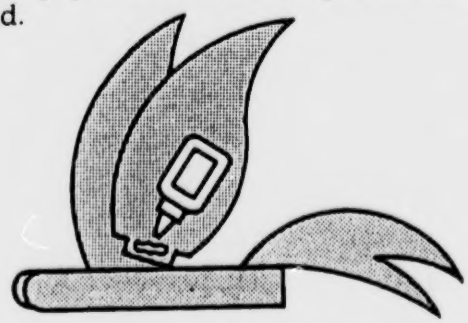
Materials Needed: tagboard wing and tail patterns
black construction paper strips (1-1/2" x 24")
black construction paper (12" x 18")
yellow construcion paper scraps
scissors
glue
stapler

Procedure:

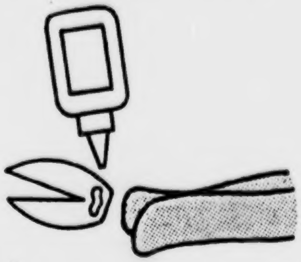
1. Two inches from each end, glue the inside ends of the black strip together illustrated. Leave the last 1/2" unglued. Cut the end so it is rounded.



2. Trace tagboard patterns on black paper. Cut out the wings and tail. Glue the tabs of the wings and tail to the headband.



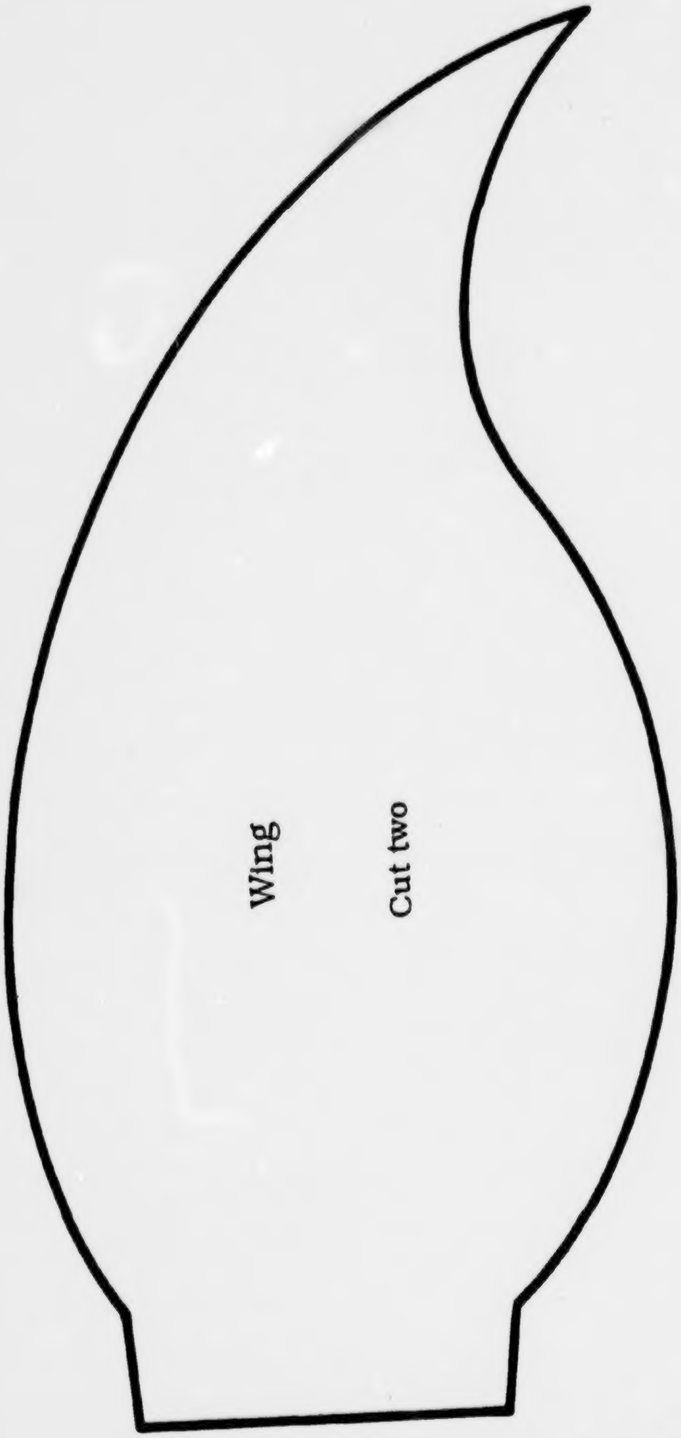
3. Cut a beak and eyes out of yellow construction paper. Glue beak between the two rounded ends as shown.

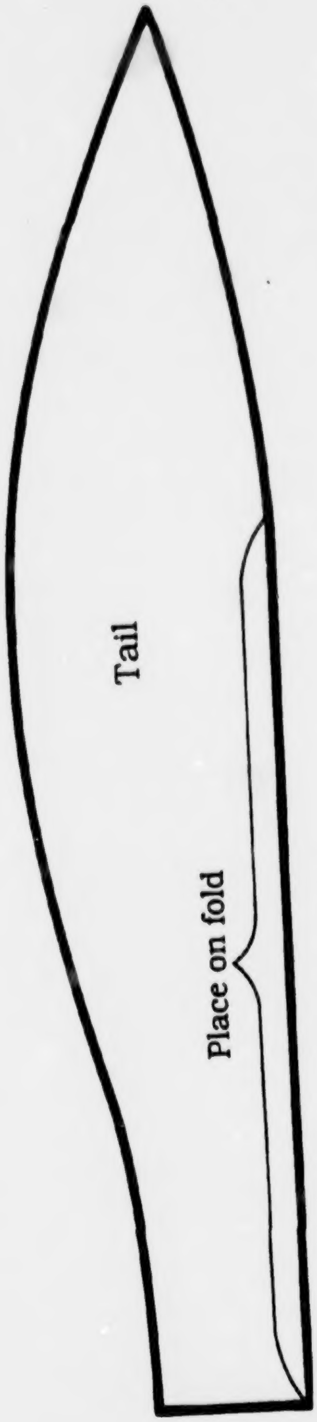


4. Wear the crow headband and make crow sounds.

---

[2]from: Ritter, Darlene. *Literature-Based Art Activities.* Cypress, CA: Creative Teaching Press, 1991.


Wing
Cut two


Tail
Place on fold

FOX'S DREAM[3]

Materials Needed: Styrofoam meat tray
construction paper pieces (4-1/2" x 6")
black construction paper (9" x 12")
newsprint
dull pencils
white tempera
brushes
newspaper
scissors

Procedure:

1. Make viewers by folding and cutting the centers out of the 4-1/2" x 6" rectangles.

2 Holding the veiwers ten inches from their eyes, have students look at tall trees so that they do not see the top and the bottom of the trees. Point out that the viewer, like a photograph, captures only a small portion of a scene.

3. Using a dull pencil, lightly draw a winter scene on the meat tray, including part of a large tree, gentle hillsides and a moon. Deepen the impression as you outline your winter scene. Make horizontal lines or dots in the sky.

   NOTE: The more impressions, the darker the finished print will appear.

4. Brush the meat tray print with white tempera paint. Wipe off excess paint. Press the design on newsprint. Make desired changes on the meat tray print.

5. Reapply paint and make a print on a sheet of black paper, applying pressure evenly with hands. Carefully pull the meat tray from the paper. Let dry and cut out. Make several prints from the same meat tray and frame if desired.

---

[3] from: Ritter, Darlene. *Literature-Based Art Activities.* Cypress, CA: Creative Teaching Press, 1991.

UNDERWATER SCHOOL OF FISH[4]

Materials Needed: Styrofoam pieces (packed around appliances) or sponges
white drawing paper (9" x 12")
watercolors
brushes
sponges
cups of water
stamp pads
crayons
textured materials for rubbings: *rick-rack, crumpled paper towels, lace, netting, etc.*

Procedure:

1 Apply a thin layer of water to the drawing paper with a sponge. Add watercolors (blues, greens, and violets) to create an underwater scene.

2. When the paper is completely dry, place textures materials under the paper and gently rub with crayons to create seaweed.

3. Use Styrofoam shapes and stamp pads to create a school of fish swimming in one direction. Make Swimmy by stamping a black fish in a different location.

Note: This activity is inspired by the book, *Swimmy*, by Leo Lionni.

SPIDER WEB[5]

Materials Needed: liquid starch in small containers
black medium-weight yarn
large meat trays
blunt-tipped scissors
double-stick cellophane tape

Procedure:

1. Put the meat trays, yarn and containers of starch on the art table. When the children come to art, have them take a meat tray and some of the black yarn to weave their spider webs.

---

[4] from: Ritter, Darlene. *Literature-Based Art Activities.* Cypress, CA: Creative Teaching Press, 1991.

2. Have them cut pieces of yarn, dip them into the starch, and lay them on a meat tray.
3. While they are wet, have the children pretend to be spiders and weave their webs by criss-crossing the starched yarn.
4. When the webs are finished, let them dry overnight on the meat trays. When dry, the webs can be lifted from the meat tray and taped to a wall or window.

BLACK BEARS AND BAUBLES[6]

Materials Needed: Bear-shaped cookie cutters
Ingredients for air-hardening dough (salt, water and cornstarch)
Saucepan
Hot plate
Mixing bowl and spoon
Measuring cups
Black tempera paint
Gold ribbon, small beads, pompons, and moveable eyes
Glue

Procedure:

1. Prepare the dough according to the following recipe:
    a. Mix 2 cups salt and 2/3 cup water in a saucepan. Cook at meduim heat for 4-5 minutes.
    b. Remove from heat.
    c. In a separate bowl mix 1 cup cornstarch and 1/2 cup water.
    d. Stir into cooked mixture until smooth.
    e. Cook again over medium heat until mixture is thick, stirring constantly.
    f. Take off heat and allow to cool.
    g. Cut into pieces. This dough dries at room temperature.
    h. Keep excess in an airtight container in a cool place, preferably a refrigerator.
2. Cut the gold necklace ribbons and mix the paint ahead of time.

---

[5] from: Wilmes, Liz & Dick. *Exploring Art*. Elgin, IL: Building Blocks, 1986.

[6] from: *The Giant Encyclopedia of Theme Activities for Children 2 to 5*. Mt. Rainier, MD: Gryphon House, 1993.

3. Have the children roll out the dough and cut out bear shapes using the cookie cutters. With a pencil, poke holes in the ears of each bear so that the necklace ribbon may be added later.

4. Set the dough bears aside to harden.

5. Have the children paint their bear shapes black. Let the painted bears dry for 1-2 hours.

6. Give the children moveable eyes and pompons for noses and glue these to the bears' faces.

7. Help the children lace the ribbon through the ear holes to form a necklace. Now the children may string beads onto their necklaces for added decoration.

BLACK OWL[7]

Materials Needed: Small paper plates (6" in diameter)
Scissors
Black paint
Paintbrushes
Glue
Small cupcake liners
Black or yellow buttons

Procedure:

1. Cut the plate at the bottom and save the piece for later use.

2. Paint the paper plate with black paint and let it dry. While the paint is drying, talk with the children about the creatures of the night, their colors, etc.

3. Cut three little triangles out of the plate that was saved.

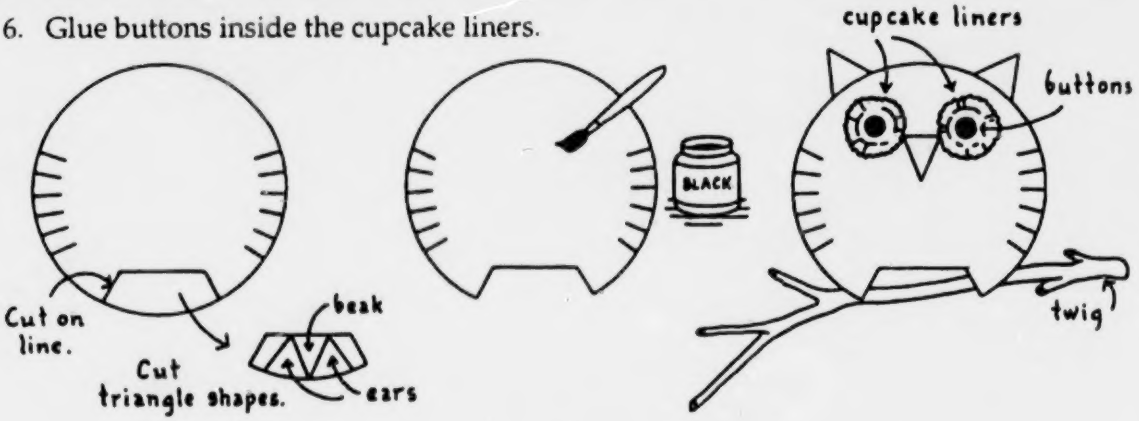
4. Glue on two triangles for owl's ears and one for his beak.

5. Glue the cupcake liners for the eyes on either side of the beak.

---

[7] from: *The Giant Encyclopedia of Theme Activities for Children 2 to 5.* Mt. Rainier, MD: Gryphon House, 1993.

6. Glue buttons inside the cupcake liners.



SHADOW TRACING[8]

Materials Needed: Paper (large sheets)
Pencils

Procedure:

1. Talk about shadows and what they are.
2. On a sunny day, take pencil and paper outside and help children trace each other's shadows. (You can trace the shadows of the younger children.)
3. Display the shadow tracings and have the children guess who they belong to.

STAR BOX[9]

Materials Needed: Black construction paper
Hole punchers
Constellation patterns (such as the Big Dipper)
Cardboard shoe box
Flashlight
White crayon

Procedure:

1. Remove one end of the shoe box. Cut black paper about the size of the cardboard you removed from the shoe box. With white crayon, mark a constellation pattern on the black construction paper. Make one or two constellation patterns for each student.

---

[8] from: *The Giant Encyclopedia of Theme Activities for Children 2 to 5*. Mt. Rainier, MD: Gryphon House, 1993.

[9] from: *The Giant Encyclopedia of Theme Activities for Children 2 to 5*. Mt. Rainier, MD: Gryphon House, 1993.

2. Have children punch holes in black construction paper (following the constellation pattern) -- each hole will represent a star.
3. Tape black paper onto end of the shoe box.
4. Darken room and shine flashlight into box to create star picture on the wall.
5. Identify the constellation. Count the stars.

SNOWFLAKES[10]

Materials Needed: Metal juice lids (enough for each child in class)
White tissue paper, bond paper or tissues torn in small pieces Glue

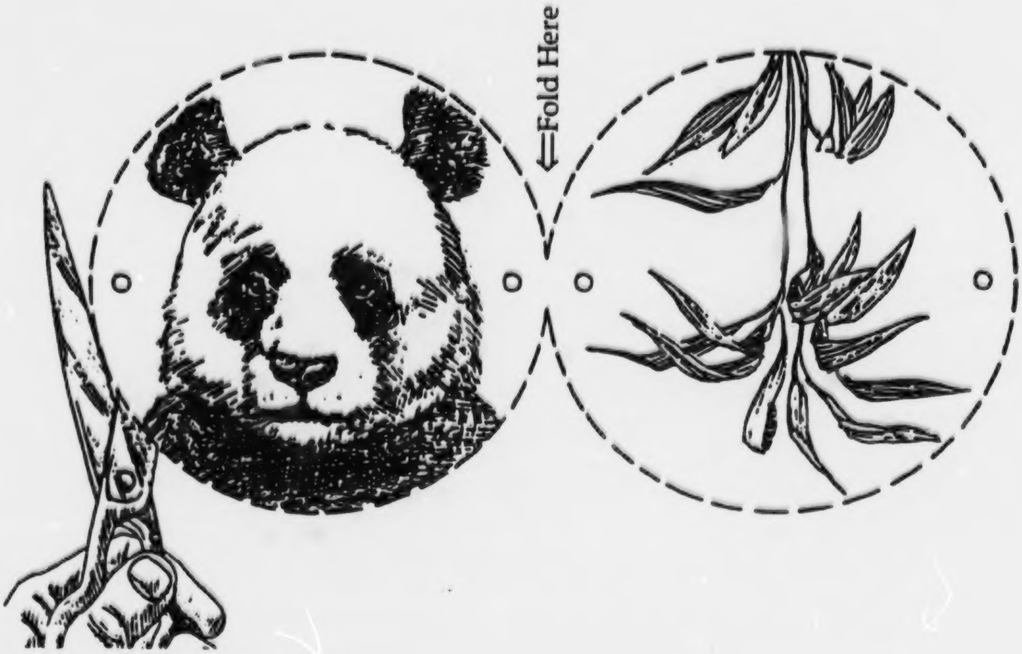
Procedure:

1. Save enough metal juice lids for each child to make one or more snowflakes.
2. Cover the flat side of the juice lids with glue.
3. Ask the children to tear or cut small pieces of paper and put them on top of the glue on the lid.
4. Cover this with glue again and let dry overnight.
5. When it is dry, the "snowflake" easily pops off the lid.
6. Hang the snowflakes all over the room or in the windows.

---

[10] from: *The Giant Encyclopedia of Theme Activities for Children 2 to 5.* Mt. Rainier, MD: Gryphon House, 1993.

FEED A PANDA



Materials Needed:

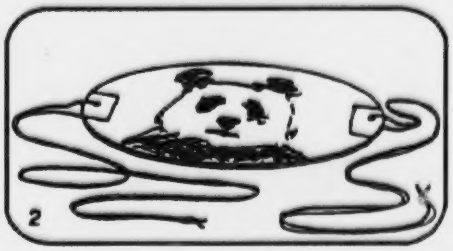
A copy of the panda and bamboo for each child
Scissors
Clear tape
A ruler
String: 2 20" pieces per person
Sharp pencil

Directions:

1. Tell your audience:
   The panda in the circle above is hungry. It wants to eat the bamboo in the circle next to it. You're a keeper at the zoo, and it's your job to feed the panda. There's one problem: Neither the panda nor the bamboo can be taken out of its circle. Is your task impossible? No–but there's a trick to it!

2. Cut out the circles, following the dashed lines. **Do not cut the circles apart!** Fold and tape them to form a single circle. Be sure to tape over both sides of the two spots that are marked for punching out.

3. With a pencil, punch out the two holes.
4. Take 2 pieces of string (20" long). Thread a piece through each hole and tie the ends as shown.



5. Hold the ends of the string in each hand. Swing the panda like a jump rope so the string winds up. Slowly draw your hands apart, and watch the spinning circle. The panda has its bamboo.[11]

---

[11] from *Far-Out Fun: Zoos Without Cages.* National Geographic Society, 1981

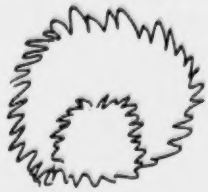
POM - POM PANDA

Materials Needed:

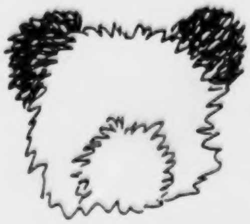
2 white 2" pom-poms
1 white 1" pom-pom
6 black 1/2" pom-poms
Small pieces of black felt for eye patches and nose
mm wiggle eyes
Craft glue OR cool-melt glue gun (glue guns get very hot)

Procedure:

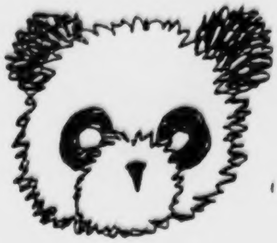
1. Separate the fibers of the 2" pom-pom and glue the 1" pom-pom in place for the nose.



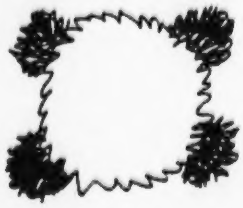
2. Separate the fibers at the top of the head and glue black pom-poms for ears.



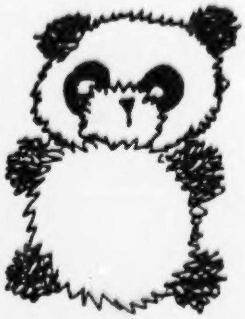
3. Cut eye patches and nose from black felt. Glue as shown. Set aside to dry.



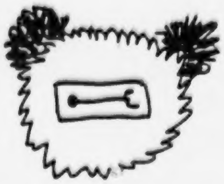
4. Separate fibers of second 2" pom-pom and glue black pom-poms as shown for arms and legs.



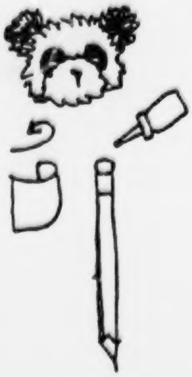
5. Separate fibers on top of body and bottom of finished head and glue to body.



Note: Head may be used as a pencil topper or as a lapel pin. To make a lapel pin, glue a pinback to the back of the finished head.



To make a pencil topper, form a tube of felt to fit the top of a pencil and glue felt and finished head in place.



from: C.J. Brown, Charles C. Royall Memorial Library, Lake Havasu City.

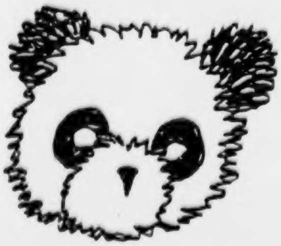
PANDA PENNY BANK

Materials Needed:

- 2" white pom-pom
- 1" white pom-pom
- 2 black 1/2" pom-poms
- 4 black 1" pom-poms
- Soda can
- Flat white acrylic or spray paint (see note on step 3 below)
- Craft glue
- Additional items for trim, such as felt scraps, ribbons, fake flowers

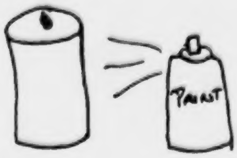
Procedure:

1. Make a pom-pom panda head by following the first three directions to the craft, "Pom-Pom Panda".

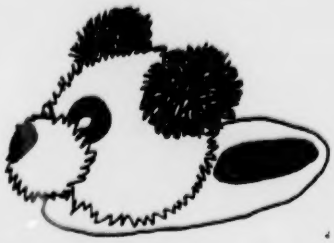


2. Remove the pull tab from a clean, dry soda can.

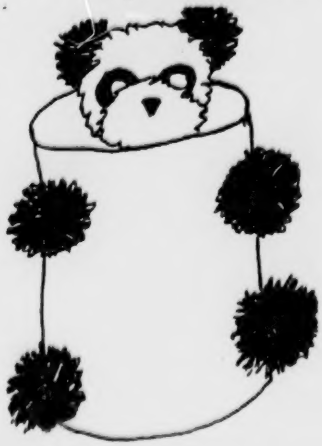
3. Paint can white. (Note: If you don't have the time or means to paint the can and allow it to dry, a strip of white construction paper can be glued or taped to the outside of the can instead.)



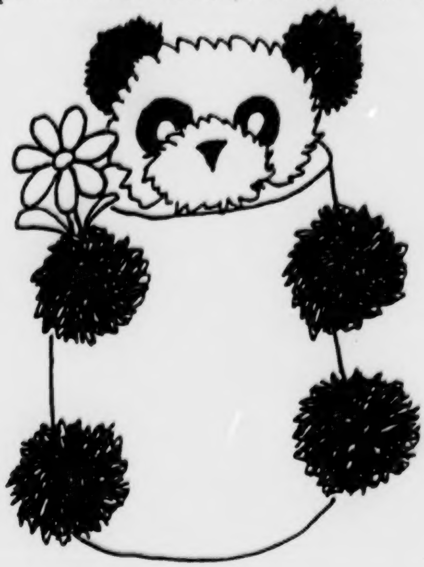
4. Glue the pom-pom head to the top of the can with the opening of the can behind the head facing toward the back.



5. Glue the 1" black pom-poms to the can for the panda's hands and feet.



6. If desired, trim the panda with ribbon, felt cut-outs or fake flowers or leaves.



from: C.J. Brown, Charles C. Royall Memorial Library, Lake Havasu City.

WOODEN SPOON BOOKMARKS

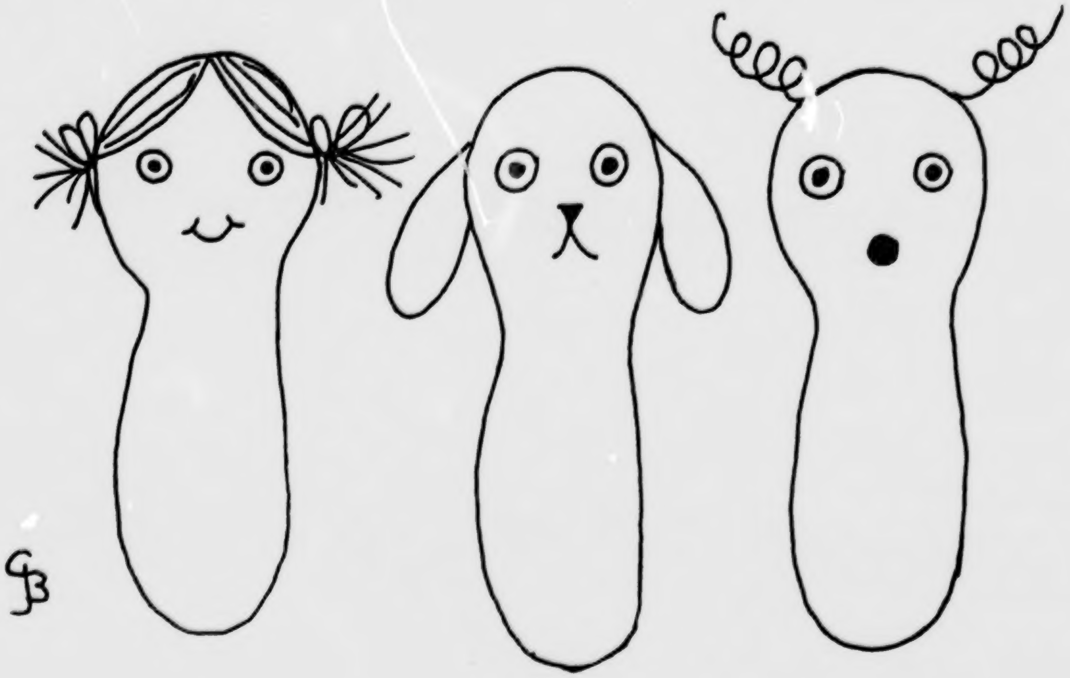
Materials needed:

Wooden ice cream spoons (can be purchased from a craft store if you can't get them from a generous ice cream store)

Scraps of felt
4 mm wiggle eyes
Scraps of yarn, ribbon, etc.
Pipe cleaners for space creature's antennae

Procedure:

Make bookmarks by using the wider end of the wooden spoon as the head and decorating them with scraps of felt, yarn and ribbon. Spoons may be decorated as favorite book characters, animals or "space creatures".



from: C.J. Brown, Charles C. Royall Memorial Library, Lake Havasu City

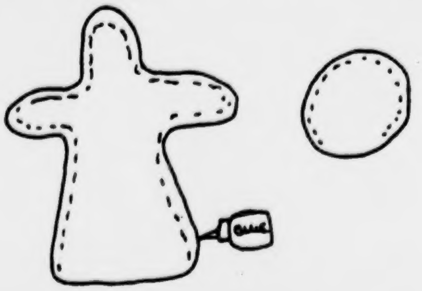
PANDA PUPPET

Materials Needed:

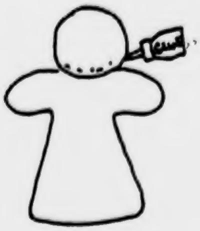
2 9x12" pieces of white felt
1 9x12" piece of black felt
1 black 1/2" pom-pom
2 1/2" wiggle eyes
Fabric glue that remains flexible when dry

Procedures:

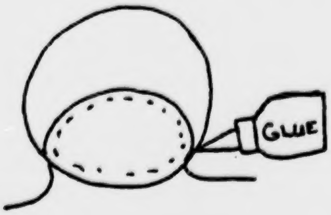
1. Cut all pieces as indicated on patterns.
2. Sew or glue edges of body and edges of head, leaving open where indicated.



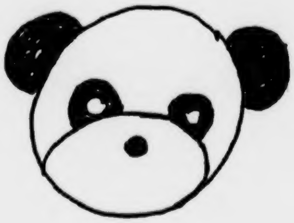
3. Slide neck area of body inside open section of head. Glue head to body at chin and back of neck.



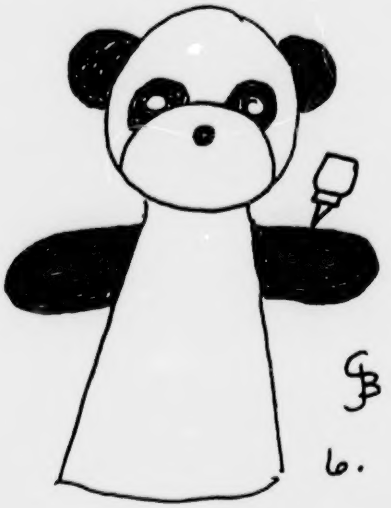
4. Glue white felt nose to front of head matching the edges along the bottom.



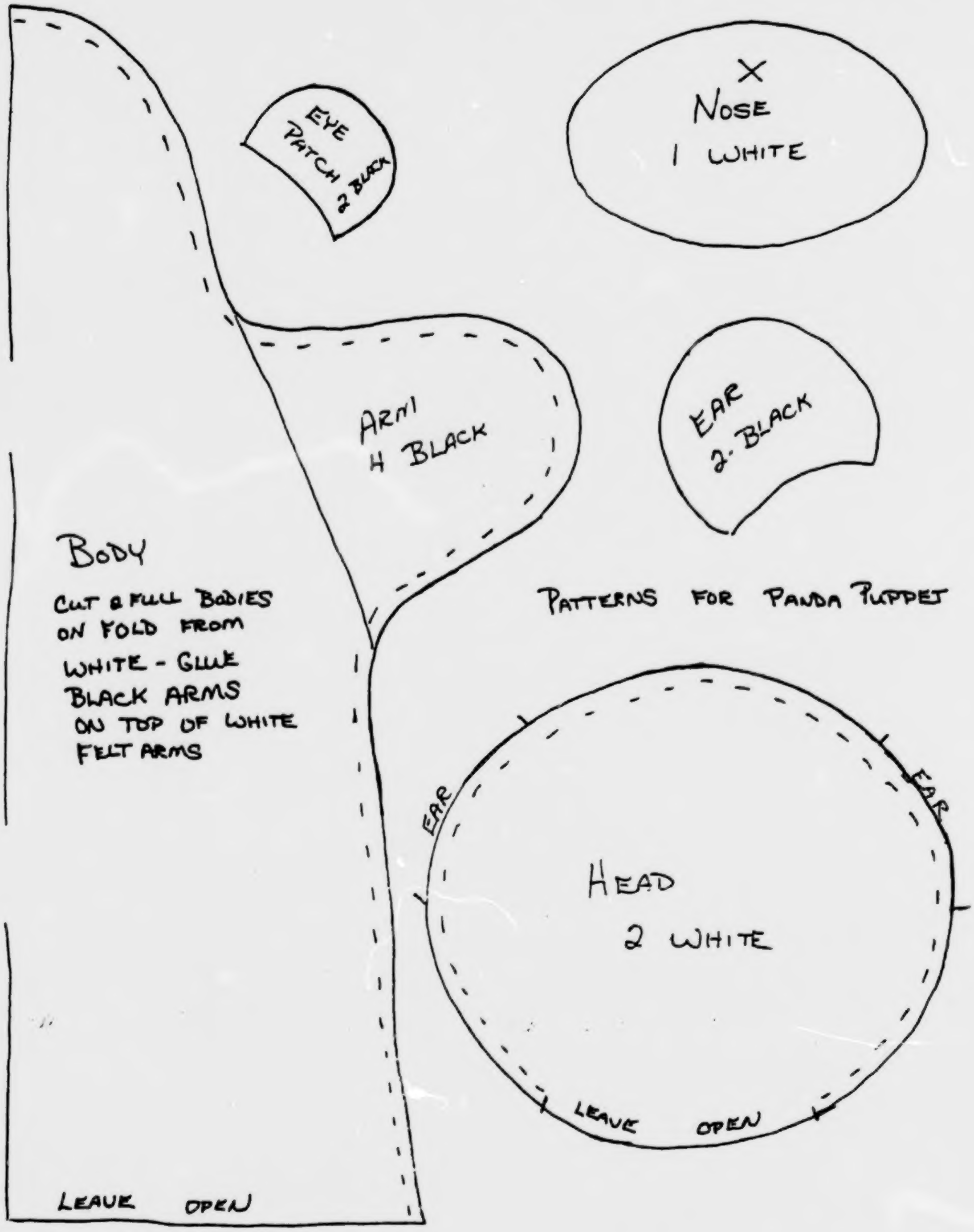
5. Glue the ears and eye patches in place. Glue wiggle eyes to center of eye patches. Glue black pom-pom to nose at "X" on pattern.



6. Glue the black arm pieces in place.



from: C.J. Brown, Charles S. Royall Memorial Library, Lake Havasu City.


EYE PATCH 2 BLACK
X
NOSE
1 WHITE
ARM
4 BLACK
EAR
2 BLACK
BODY
LEAVE OPEN
EAR
EAR
HEAD
2 WHITE
LEAVE OPEN

CUT 2 FULL BODIES ON FOLD FROM WHITE - GLUE BLACK ARMS ON TOP OF WHITE FELT ARMS

PATTERNS FOR PANDA PUPPET

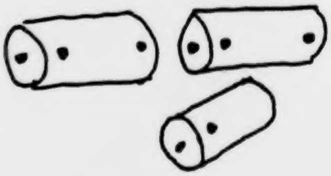
CHINESE DRAGONS

Materials Needed:

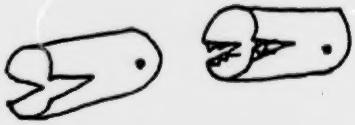
Paper towel or toilet tissue rolls
Construction paper
Crayons, markers or poster paints
Scissors
Glue
Hole punch
Yarn

Procedure:

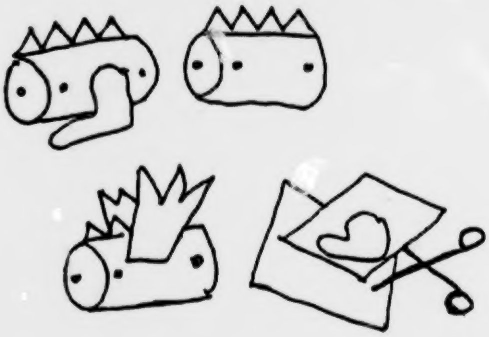
1. Punch 2 holes at each end of several paper rolls. On roll that will be the dragon's head, punch holes at only one end of roll.



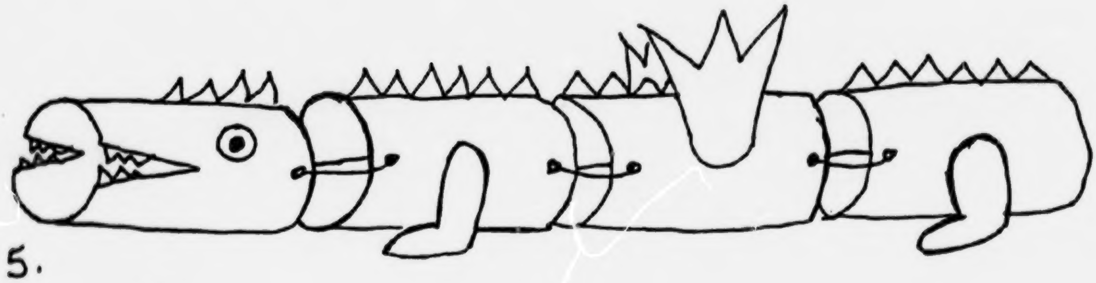
2. On roll to be used for head, cut 2 wedge-shaped pieces from opposite sides of the roll to form the dragon's mouth. Cut teeth from white or yellow construction paper and glue inside the tube along the edges of the jaw.



3. Cut legs, wings and spikes from construction paper and glue to the paper rolls.



4. Paint or draw scales and other markings on paper roll sections.
5. Use yarn tied through the holes to join the paper roll sections together. Tie loosely so that the dragon can move.



from: C.J. Brown, Charles C. Royall Memorial Library, Lake Havasu City

POSITIVE-NEGATIVE ART

(Black and White Pictures)

Materials Needed:

Construction paper (one sheet white and one sheet black for each picture)
Scratch paper or photocopier overruns to use for backing sheet and for making patterns
Glue
Scissors
Pencil

Procedure:

1. Use scratch paper to draw a simple silhouette-type outline. Cut out the figure you drew to use as a pattern.

2. Trace one white and one black copy of your outline on construction paper.

3. Cut the construction paper figures, being careful to keep the background intact.

4 Glue the construction paper figures to a piece of scratch paper, reversing one figure and using the black background with the white figure and vice versa.

from: C.J. Brown, Charles C. Royall Memorial Library, Lake Havasu City

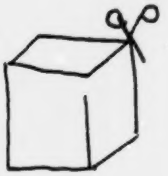
PAPER FISH

Materials Needed:

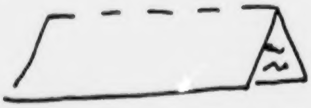
- Brown grocery bag
- Newspaper
- Scissors
- Glue
- Stapler or hole punch
- String (for lacing fish and for hanging)
- Paint, glitter, construction paper or other trim

Procedure:

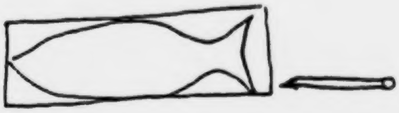
1. Cut one side of the grocery bag open and cut out the bottom of the bag. Discard the bag's bottom.



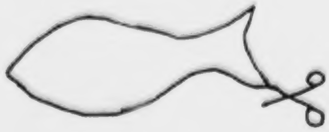
2. Flatten the bag and fold it in half lengthwise with any printing on the inside.



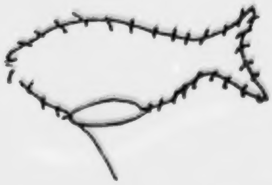
3. Draw the outline of a fish on one side of the bag.



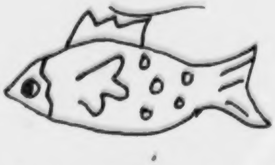
4. With the bag still folded, cut out the fish. (You will have 2 identical fish sides.)



5. Depending on the child's age, the sides of the fish can be glued, stapled or laced together. If lacing, punch holes about 1" apart all around the edge of the fish. Leave about 6" of the fish's stomach open to stuff.



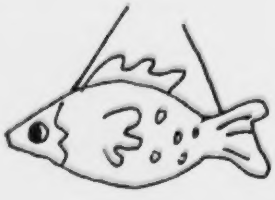
6. Use paint, glitter and/or construc[illegible]r shapes to decorate the fish (both sides can be the same or make each side different). Let paint and/or glue dry.



7. While fish decorations are drying, tear strips of newspaper to use as stuffing. One Sunday newspaper torn in strips should be enough.

8. Stuff the fish with shredded paper, being careful not to tear or overstuff. Close the stuffing hole.

9. Attach a string to the fish's head and another to his tail and hang from the ceiling.



from: C.J. Brown, Charles C. Royall Memorial Library, Lake Havasu City

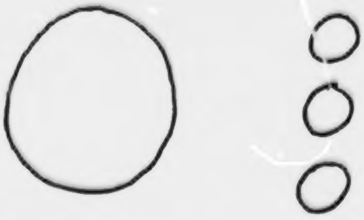
BREAD DOUGH BEAR

Materials Needed:

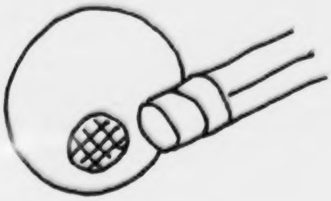
Bread dough clay (see recipe)
Pencil with eraser
Paper clips

Procedure:

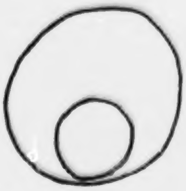
1. Make a 1" ball and 3 pea-sized balls of bread dough clay.



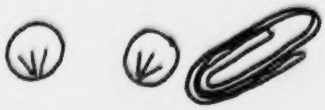
2. Flatten indicated area with a pencil eraser.



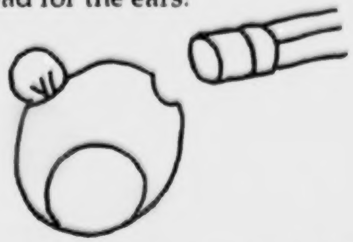
3. Place one small ball in depression and flatten slightly.



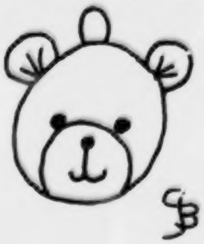
4. Use a paper clip to form creases in the ears.



5. Make depressions at the top of the head for the ears.



6. Add holes for eyes and nose with the point of the pencil. The smile lines can be made with a paper clip. Use a small paper clip pushed into the back of the head for a hanging loop.



BREAD DOUGH CLAY

Materials Needed:

White bread (can be day-old)
White glue
Glycerin (available at the drugstore)
Poster paint or paste food coloring

Procedure:

1. Remove the crusts from several pieces of bread. Tear the bread into small pieces.
2. Mix the torn bread with 2 tablespoons white glue and 1 teaspoon glycerin. Mix and knead the bread and glue until it is smooth and looks like clay. If desired, mix a few drops of poster paint or paste food coloring with the glue to make colored clay. Pieces may also be painted with poster paint or acrylic paint after drying.
3. Clay can be molded over aluminum foil, cut or shaped free-hand. Pieces should be fairly small. Separate pieces can be joined with a drop or two of white glue. Allow pieces to air-dry overnight or several days depending on size before painting.

Note: Keep the clay covered when not in use. Clay can be stored several weeks in the refrigerator. If clay sticks to your fingers, rug a drop of glycerine or a little hand lotion on your hands.

from: C.J. Brown, Charles C. Royall Memorial Library, Lake Havasu City

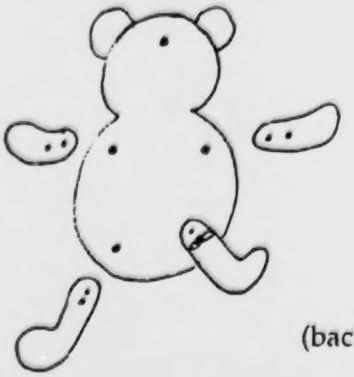
DANCING PANDA JUMPING JACK

Materials Needed:

Black poster board
White poster board
4 paper fasteners
String
Hole punch with small hole (not 1/4" hole)
Glue

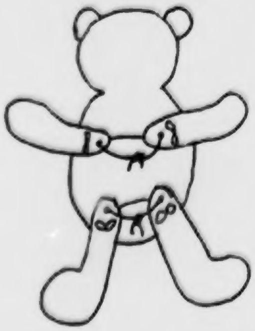
Procedure:

1. Cut body parts from light-weight poster board as indicated on pattern.
2. Punch 2 sets of holes in each limb; one set 1/2" from end of limb and one set 1/4" from same end of limb. Punch body holes.
3. Glue eye patches and ears in place and allow to dry. Draw nose and mouth in place.
4. Push paper fastener through each hole in body and through the inner (1/2" from end) hole on each limb. Flatten paper fastener to hold limbs to body.



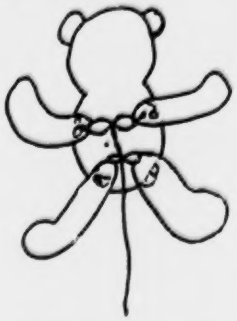
(back view)

5. Loop a string between each pair of limbs using the outer holes. Tie the string ends so that the string is snug, but not tight when the panda's arms and legs are down.



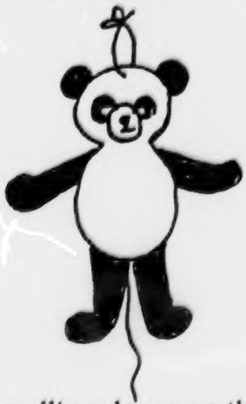
(back view)

6. Attach a longer piece of string that connects from the arm loop to the leg loop and then hangs between the legs for a length of about 8".

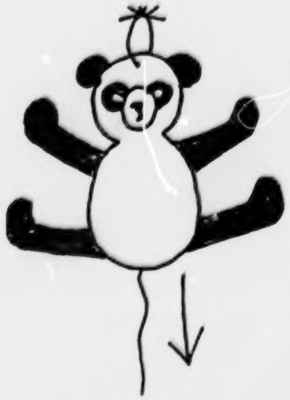


(back view)

7. Use an 8" piece of string to form a hanging loop through the hole in the panda's head.

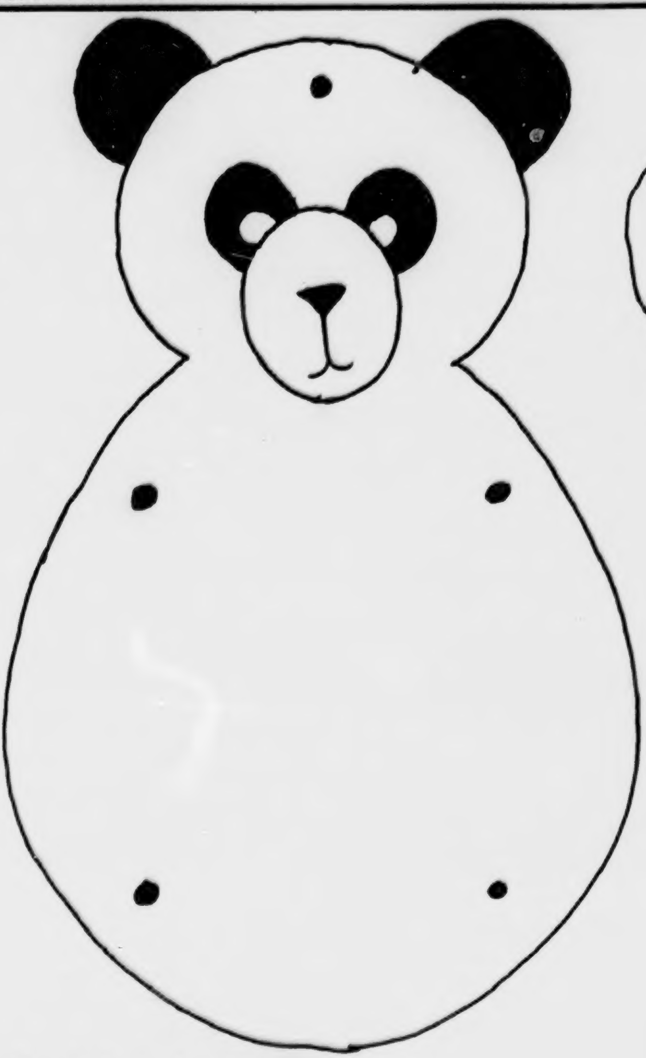


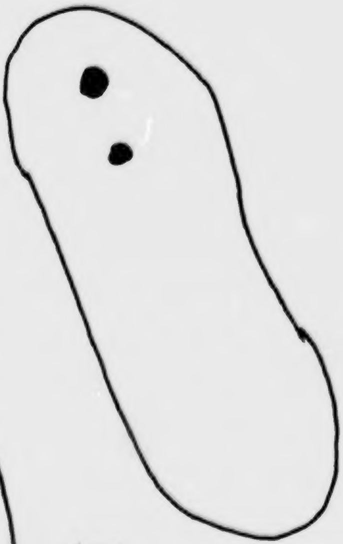
8. You can make the panda dance by pulling down on the string between his legs while holding the hanging loop on his head.



CB

from: C.J. Brown, Charles C. Royall Memorial Library, Lake Havasu

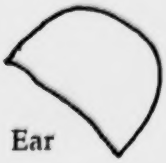




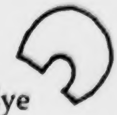
Arm

Dancing Panda Jumping Jack pattern

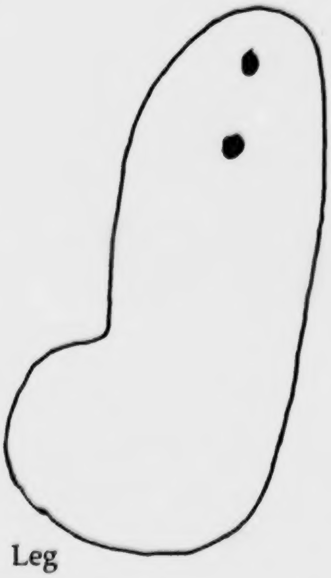
(Body white - Punch holes where indicated
2 eyes, ears, arms and legs - black)



Ear



Eye



Leg

FINGERPRINT ART

Materials Needed: Paper cut to desired size and shape
Stamp pad(s) with washable ink
Fine line markers or pens
Paper towels or handi-wipes for cleaning hands

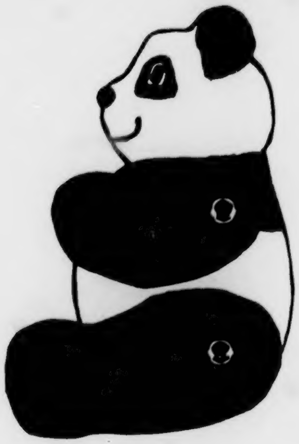
Procedure:

1. Press your thumb or fingertip onto the stamp pad then press on the paper. (You usually can get about three fingerprints before you need to re-ink your finger.)
2. Use the pen to add eyes, feet, feathers, etc., to make little animals or characters.
3. Make several pieces of paper the same to use as stationery or try a variety of colored inks and see how different colors affect the looks of your art.

from: Emberley, Ed. *Ed Emberley's Great Thumbprint Drawing Book.* Boston: Little, Brown, 1977.

ADDITIONAL CRAFT IDEAS

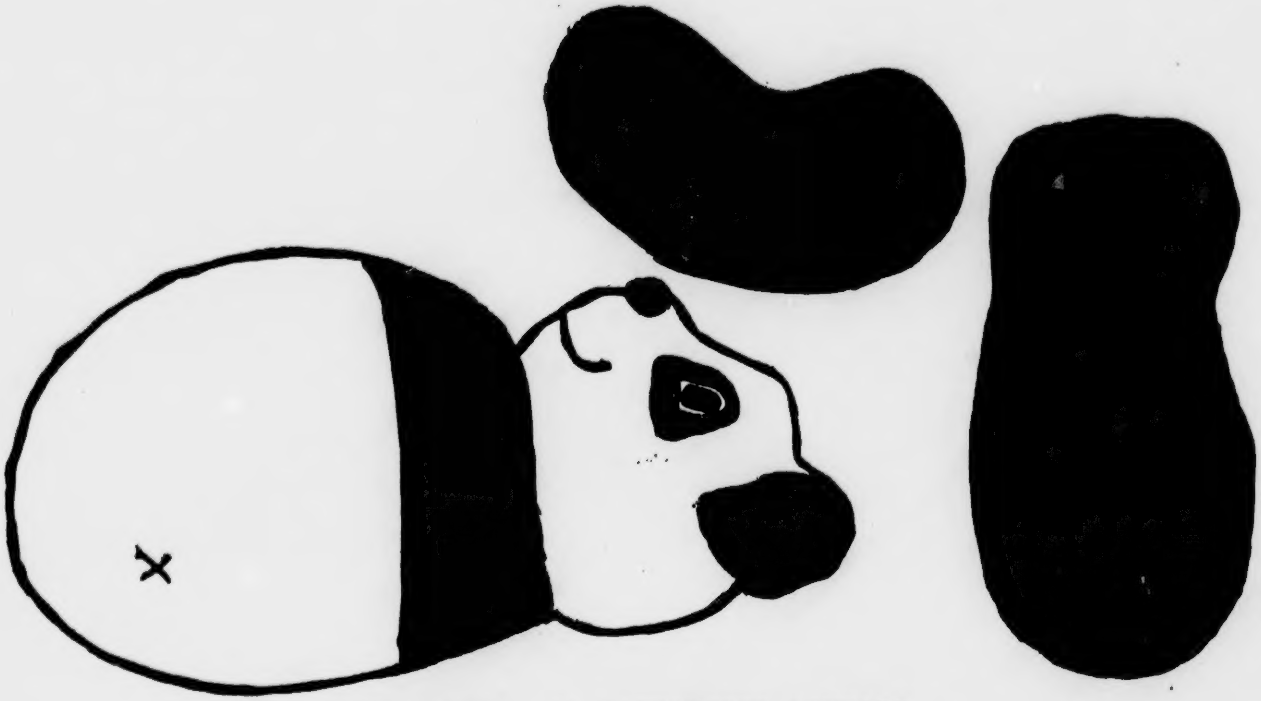
Provided by Cottonwood Public Library
and displayed at the
Arizona Reading Program Workshop,
October 21, 1994



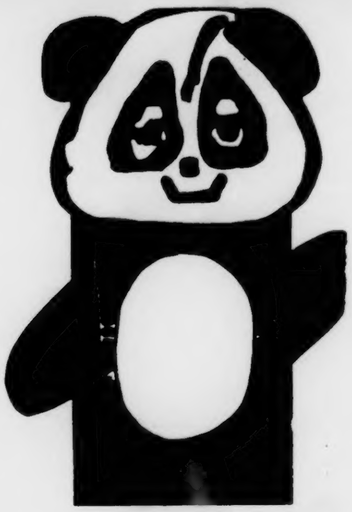
PANDA WITH MOVABLE LIMBS

COPY OR TRACE "BEAR PARTS". CUT THEM OUT. FASTEN LIMBS WITH PAPER FASTENERS.

IF YOU HAVE ACCESS TO A COPY MACHINE THAT SHRINKS AND ENLARGES, THESE CAN BE MADE ANY SIZE. THIS IS THE SAME BEAR WE HAVE ON THE BULLETIN BOARD.



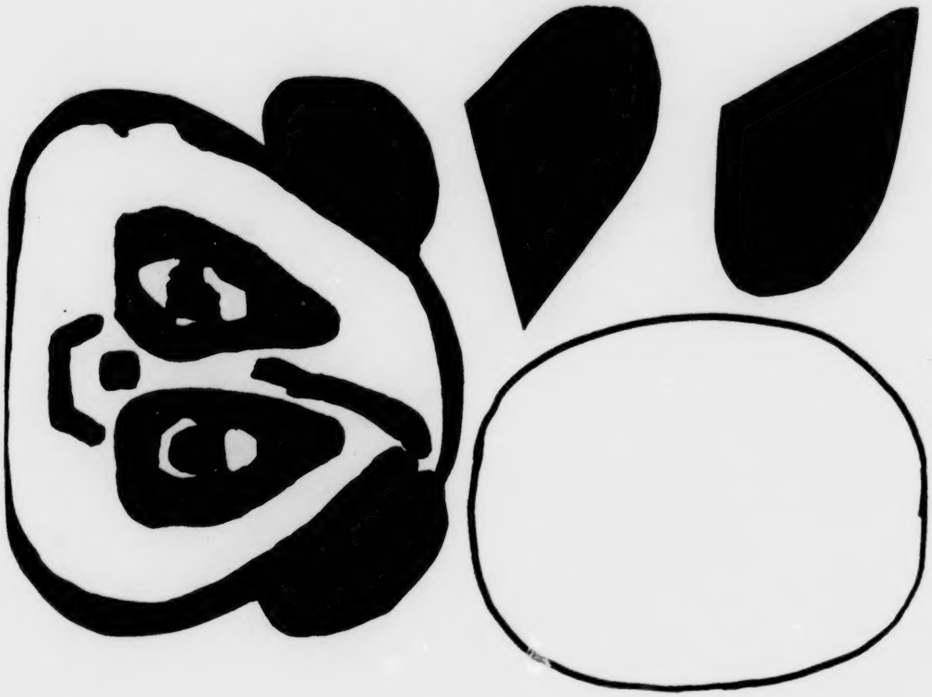
COMPLIMENTS OF COTTONWOOD LIBRARY

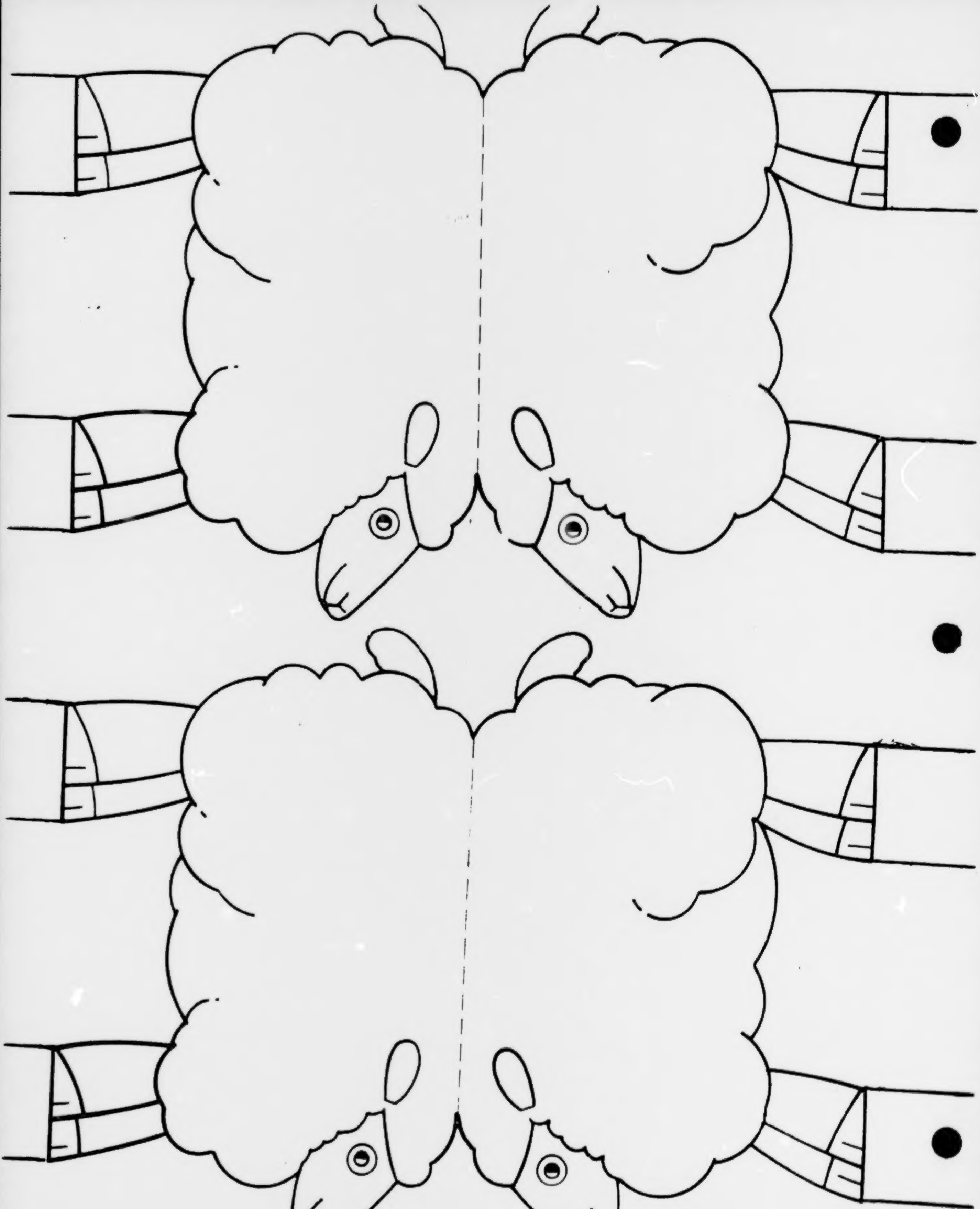


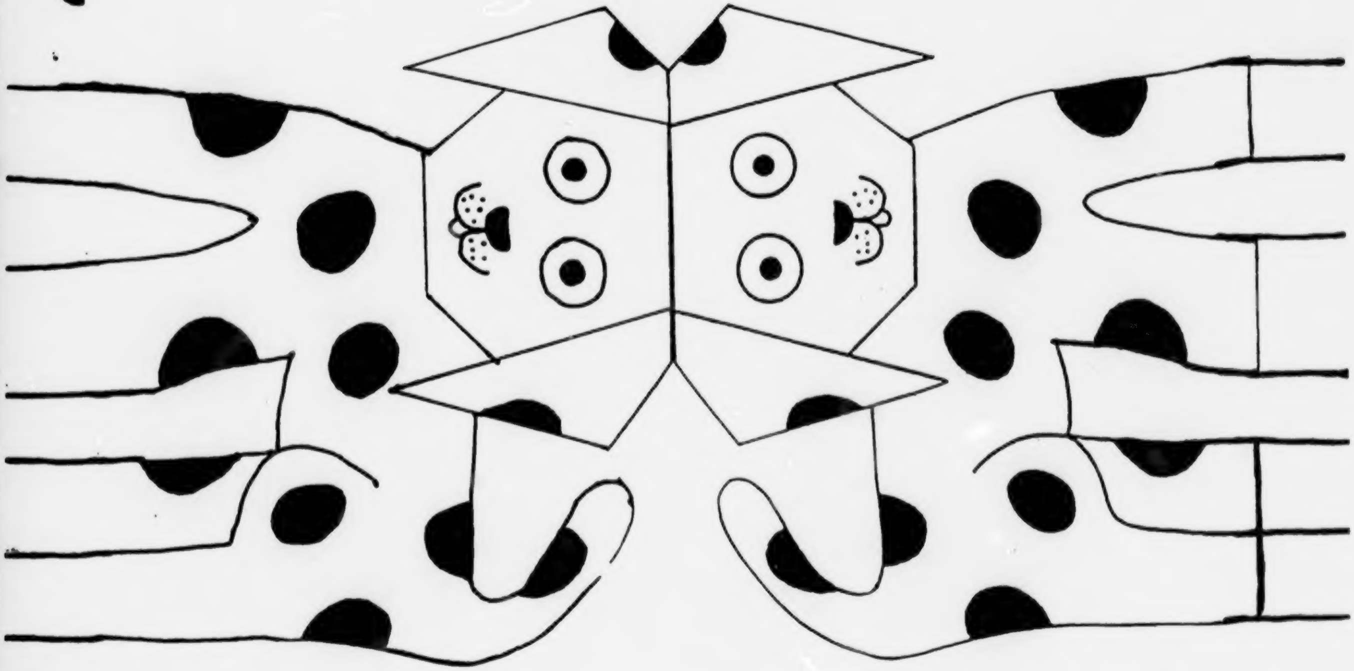
PAPER BAG PUPPET PANDA OR TEDDY

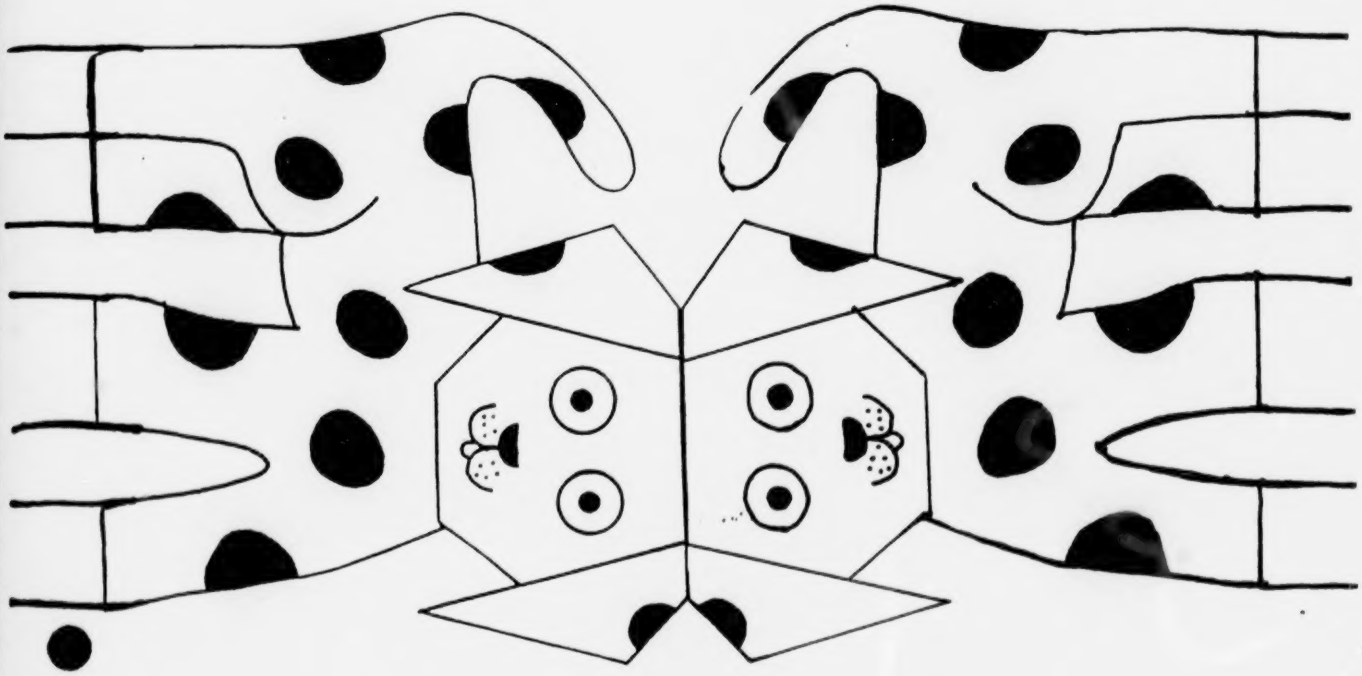
COPY THE "BEAR PARTS" CUT THE VARIOUS PARTS OUT AND GLUE THEM ONTO THE FLAP SIDE OF A PAPER BAG. THE PANDA WOULD BE MORE EFFECTIVE ON A WHITE BAG IF YOU CAN FIND THEM.

THE PARTS BELOW WERE REDUCED TO 50 %.









"WILLY" FROM ALEXANDER & THE WIND-UP MOUSE BY LEO LIONNI.

YELLOW CONSTRUCTION PAPER

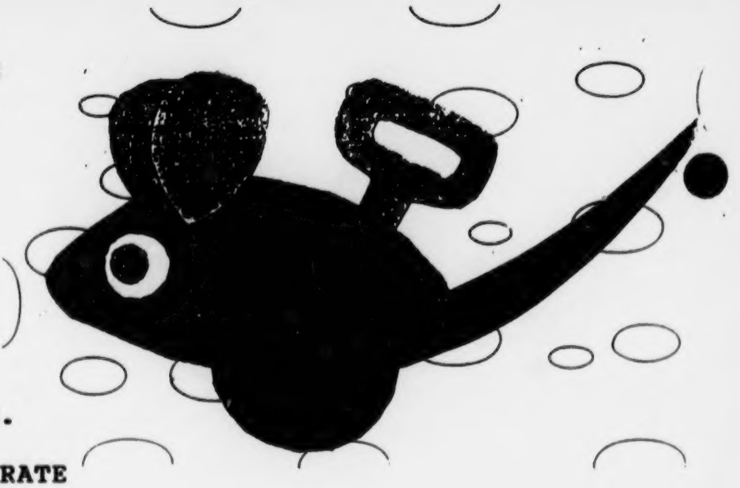
PINK " "

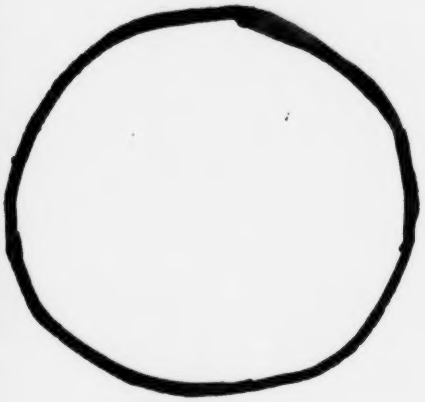
BROWN " "

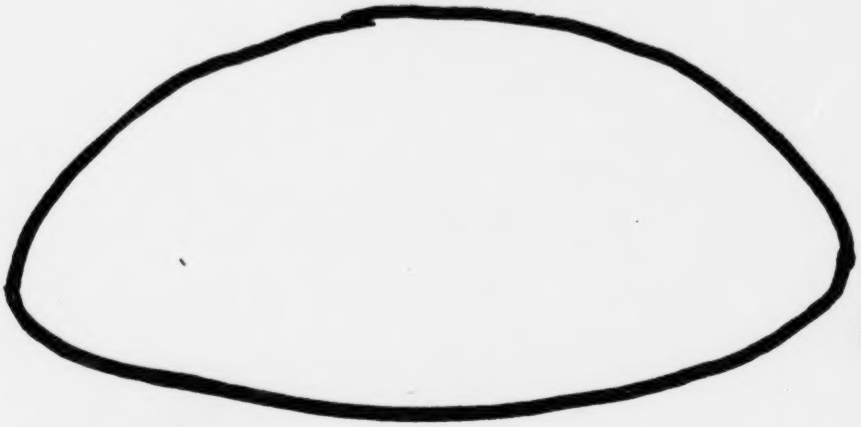
WHITE COPY OR CONSTRUCTION PAPER FOR EYES

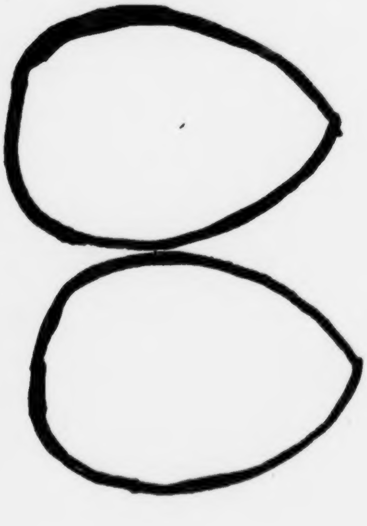
PATTERNS BELOW ARE FULL SIZE.

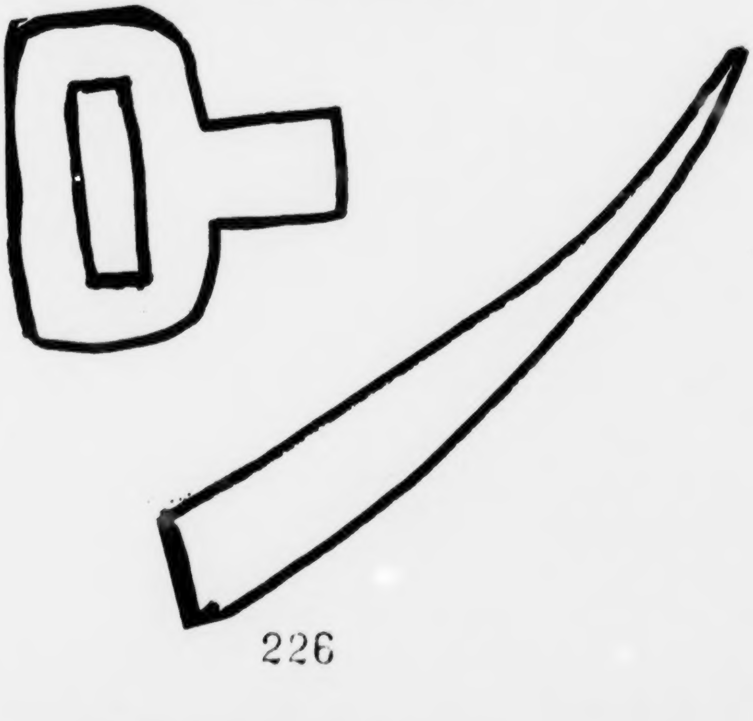
THE EYE PATTERN IS ON A SEPARATE SHEET.







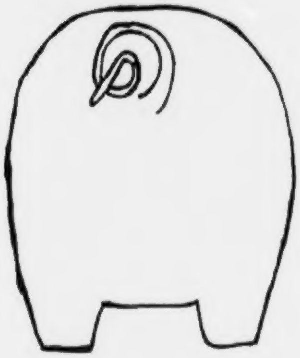


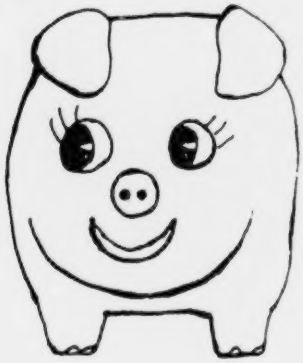


COMPLIMENTS OF COTTONWOOD PUBLIC LIBRARY

MARILYN'S PIG

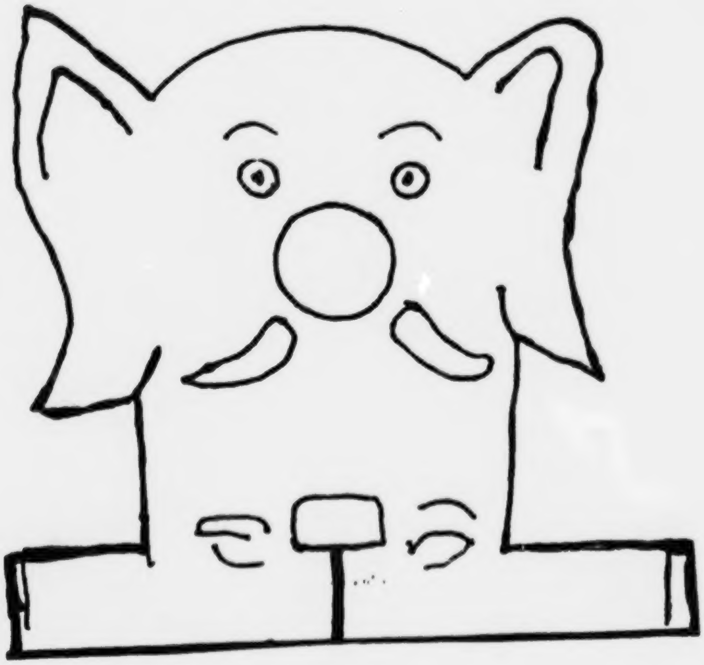
COLOR THE PIG, CUT IT OUT, AND GLUE THE PIECES TO EITHER END OF A CORK, THREAD SPOOL OR OTHER CYLINDER.

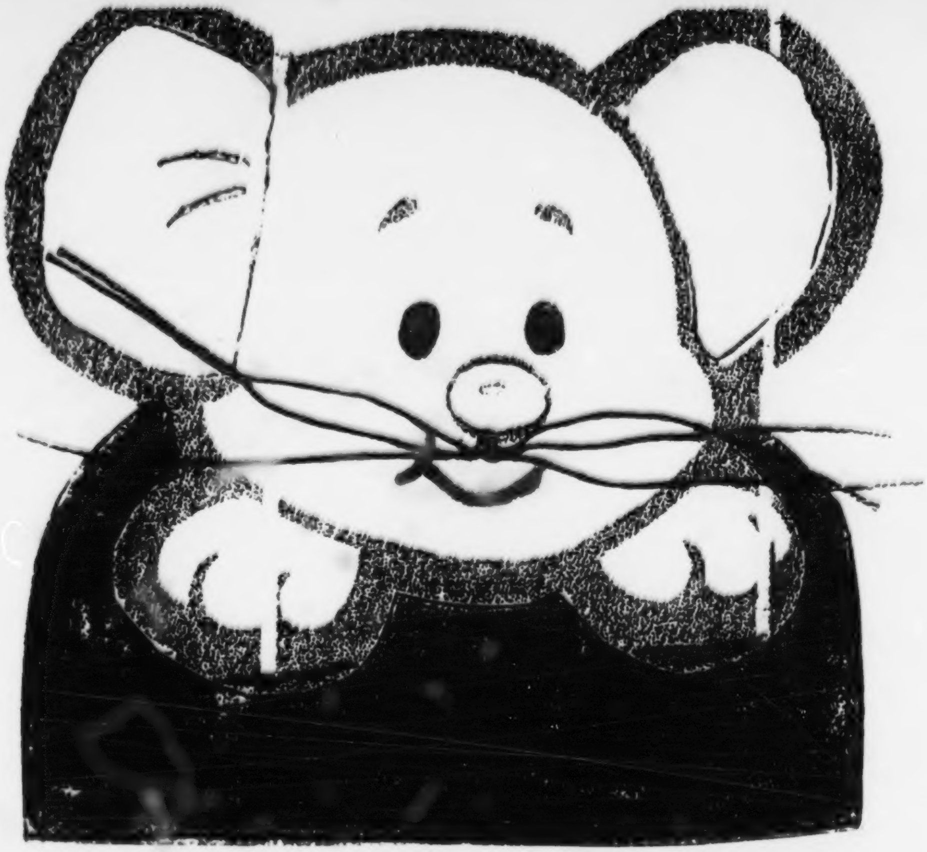




ELEPHANT FINGER PUPPET

COLOR, CUT OUT, & THEN TAPE LEG EXTENSIONS TO FIT FINGERS.





MOUSE BOOKMARK

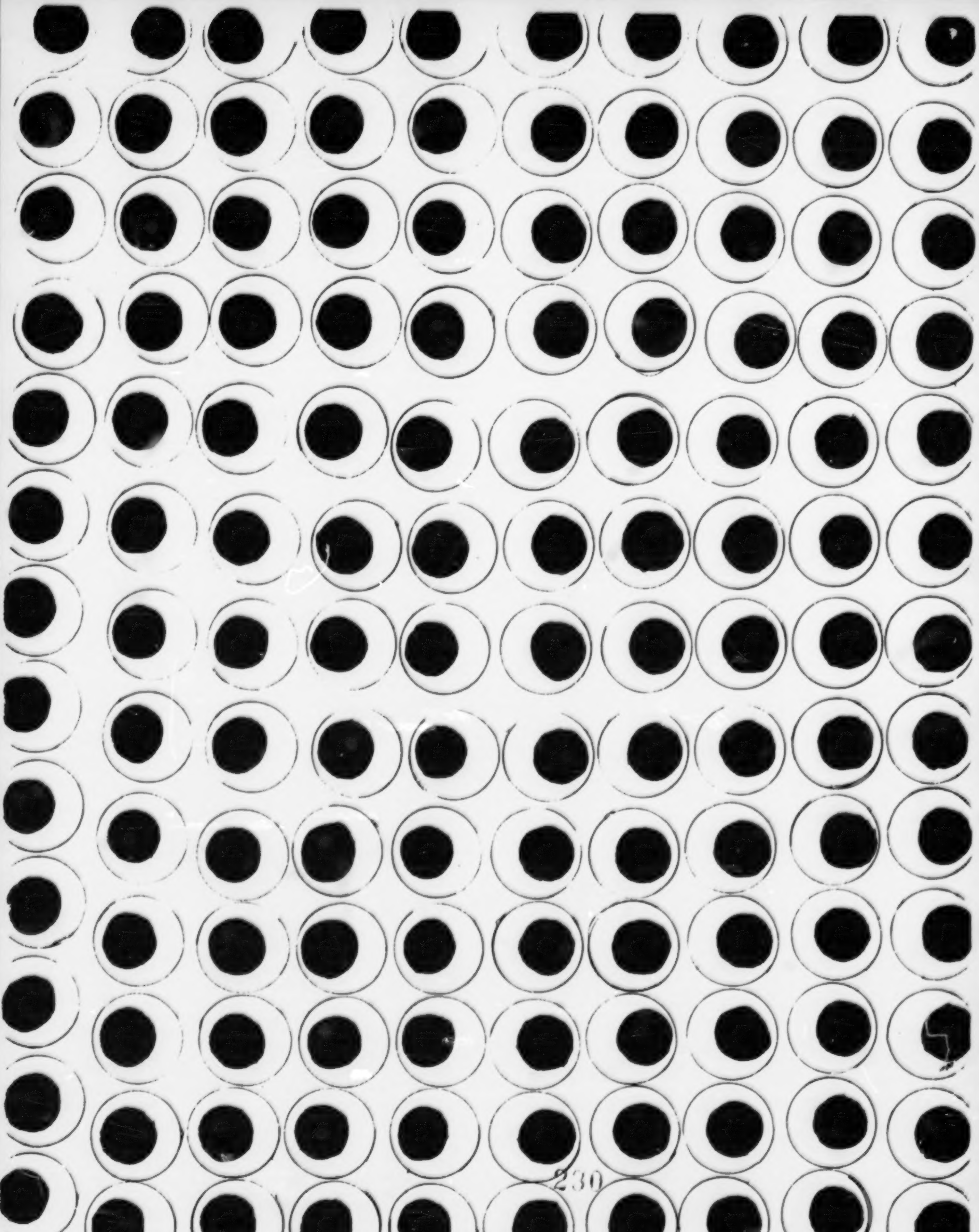
MATERIALS NEEDED:

- TAGBOARD
- PINK CONSTRUCTION PAPER OR COPY PAPER
- CROCHET THREAD FOR WHISKERS
- FELT TIP MARKERS OR CRAYONS

COPY THE MOUSE AND THE EARS AND NOSES AND CUT THEM OUT. HAVE THE CHILDREN COLOR THE MOUSE AS DESIRED. THEN GLUE EARS, NOSES, AND WHISKERS IN PLACE. TO SIMPLIFY CONSTRUCTION FOR SMALL CHILDREN, CUT THE THREAD AND TIE STRANDS TOGETHER IN ADVANCE.

COMPLIMENTS OF COTTONWOOD PUBLIC LIBRARY

"EYES"
FOR USE ON
MARILYN'S PIG
WILLY THE MOUSE
SHEEP, ETC.


230

PANDAMONIUM AT THE LIBRARY

BOOKS

Fiction

Bushell, Isobel & Bushell, John. **Tales of Alexander Panda.** (Set of 4 slipcase boards). Barron's Educational Series. 1994. 0-8120-8124-2. **Preschool.**

Calmenson, Stephanie. **Dinner at the Panda Palace.** HarperCollins Children's Books. 1991. 0-06-021011-7. **Preschool - Grade 3.**

Conover, Chris. **Sam Panda & Thunder Dragon.** Farrar, Strauss & Giroux. 1992. 0-374-36393-5. **Preschool - Grade 3.**

Cosgrove, Stephen. **Ming Ling.** Serendipity Storybooks (Price Stern Sloan) 1978. 0-8431-0592-5. **Kindergarten - Grade 4.**

Dowell, Olivia S. **The First Adventure of Peter Nelson Panda.** Brea Tracks Publishing Company. 1986. 0-9617624-0-3. **Grades 2 - 4.**

Eisemann, Henry. **Su-Su, the Fremont School Panda.** Emprise,. 1987. 0-938129-03-1. **Kindergarten - Grade 6.**

Erickson, Gina K. **Bat's Surprise.** Barron's Educational Series. 1993. 0-8120-1735-8. **Preschool - Grade 3.**

Gackenbach, Dick. **Poppy the Panda.** Houghton Mifflin Company. 1984. 0-89919-276-9. **Preschool - Grade.**

Gelman, Rita G. **Panda Grows Up.** Scholastic. 1993. 0-590-43612-0. **Preschool - Grade 3.**

Greaves, Margaret. **Once There Were No Pandas: A Chinese Legend.** E. P. Dutton. 1985. 0-525-44211-1. **Preschool - Grade 2.**

Halsey, Megan. **3 Pandas Planting. Bradbury Press.** 1994. 0-02-742035-3. **Preschool-Grade 2.**

Hoban, Tana. **Panda, Panda.** Greenwillow Books. 1986. 0-688-06564-3. **Preschool.**

Kim, Joy. **You Look Funny!** Troll Associates. 1988. 0-8167-0976-9. **Kindergarten - Grade 2.**

Kraus, Robert. **Milton the Early Riser,** Simon & Schuster. 1987. 0-671-66272-4. **Preschool.**

Liu Qian. **Panda Bear Goes Visiting.** China Books & Periodicals. 1982. 0-8351-1108-3. **Grades 3 - 4.**

Maestro, Betsy. **The Pandas Take a Vacation.** Golden Books (Western Publishing Company). 1986. 0-307-10258-0. **Kindergarten - Grade 3.**

Ono, Koichi. **Little Panda Bear.** Little Simon (Simon & Schuster). 1982. 0-671-42549-8. **Preschool - Grade 2.**

Plum, Carol T. **Pandy's Rainbow** (I Am Special Story Books). Our Sunday Visitor. 1991. 0-87973-008-0. **Kindergarten - Grade 3**.

Rockwell, Anne. **Mr. Panda's Painting.** Macmillan. 1993. 0-02-77451-1. Preschool - **Grade 2.**

Schlein, Miriam. **The Year of the Panda.** (Trophy Book). HarperCollins Children's Books. 1992. 0-06-440366-1. **Grades 2 - 5.**

Schmidt, Karen L. & Schmidt, Karen. **Little Panda Gets Lost.** (Your First Adventure Series, No. 6). Bantam Books. 1985. 0-533-15302-1. **Grade 1.**

Stimson, Joan. **Big Panda, Little Panda.** Barron's Education Series. 1994. 0-8120-6404-6. **Preschool - Grade 2.**

Temko, Florence. **Paper Pandas & Jumping Frogs.** China Books & Periodicals. 1986. 0-8351-1770-7. **Grades 3 - 6.**

Willard, Nancy. **Papa's Panda.** Harcourt Brace & Company. 1979. 0-15-259462-0. **Preschool - Grade 2.**

BOOKS

Non Fiction

Arnold, Caroline. **Panda.** Morrow Junior Books. 1992. 0-688-09496-1. **Grades 3 & Up.**

Bailey, Jill. **Project Panda.** (save Our Species Series). Raintree Steck-Vaughn Publishers. 1990. 0-8114-2704-8. **Grades 3 - 7.**

Barrett, Norman S. **Pandas.** (Picture Library). Watts, Franklin, Inc. 1988. 0-531-10530-X. **Grades 4 - 9.**

Barrett, Norman S. **Pandas.** (Picture Library). Watts, Franklin, Inc. 1990. 0-531-07908-2. **Kindergarten - Grade 4.**

Betz, Dieter. **The Bear Family.** Tambourine Books, 1992, 0-688-11648-5. Grades 2-6.

Bliss, Jonathan. **China.** (World Partners Series). Rourke Corporation, 1990, 0-86593-090-2. **Grade 7 and Up.**

Bright, Michael. **Giant Panda.** (Project Wildlife Series). Gloucester Press (Watts, Franklin, Inc.) 1989. 0-53331-17140-X. **Grades 5 - 6.**

Buxton, Jane H., editor. **Playful Pandas,** Book 1 of 2. (Pop-Ups Series, Set 6). National Geographic Society. 1991. 0-87044-840-4. **Preschool - Grade 3.**

Catton, Chris. **Pandas.** Facts on File Publishers. 1990. 0-8160-2331-X. **Grade 9 & Up.**

Crozat, Francois. **I Am a Little Panda.** (Little Animal Stories Series). Barron's Educational Series. 1993. 0-8120-6311-2. **Preschool - Kindergarten.**

Ferroa, Peggy. **China.** (Cultures of the World Series). Cavendish, Marshall, 1991, 1-85435-399-3.

Few, Roger. **Macmillan Children's Guide to Endangered Animals.** Macmillan Children's Book Group, 1993, 0-02-734545-9. **Grade 2 & Up.**

Fisher, Leonard E. **The Great Wall of China.** Macmillan Children's Book Group, 1986, 0-02-735220-X. **Grades 1 - 5.**

Fowler, Allan. **Please Don't Feed the Bears.** (Rookie Reade-about Science Series). Children's Press, 1991, 0-516-049476-7. **Preschool - Grade 2.**

George, Jean C. **The Moon of the Bears.** (The Thirteen Moons Series). HarperCollins Children's Books, 1993, 0-06-022792-3. **Grades 3 - 7.**

Gilks, Helen. **Bears.** Ticknor & Fields, 1993, 0-3395-66899-9. **Grades 2 - 4.**

Green, Carl R. & Sanford, William R. **The Giant Panda.** (Wildlife Habits & Habitats Series). Crestwood House (Macmillan's Children's Book Group). 1987. 0-89686-331-X. **Grade 5.**

Greenaway, Theresa. **Amazing Bears.** (Eyewitness Juniors Series). Alfred A Knopf Books for Young Readers. 1992. 0-679-92769-7. **Grades 1 - 5.**

Gross, Ruth B. **A Book About Pandas.** Scholastic, Inc. 1991. 0-590-43492-6. **Kindergarten - Grade 3.**

Grosvenor, Donna K. **Pandas. National** Geographic Society. 1973. 0-87044-143-4. **Kindergarten - Grade 3.**

Halsey, Megan. **3 Pandas Planting.** Bradbury Press, 1994. 0-02-742035-3. **Preschool - Grade 3.**

Highlights for Children Editors. **Pandas.** (Highlights Animals Books). Boyds Mills Press. 1993. 1-56397-285-9. **Grades 2 - 5.**

Hirschi, Ron. **Where Are My Bears?** Bantam, 1992. 0-5553-07805-4. **Preschool-Grade 3**

Hoffman, Mary. **Panda.** (Animals in the Wild Series). Raintree Steck-Vaughn Publishers. 1985. 0-8172-2407-6. **Kindergarten - Grade 5.**

Hunt, Joni P. **Bears.** (Animals Large & Small Series). Blake, 1993, 0-918303-31-1. **Grade 5 & Up.**

Kalman, Bobbie. **China - The Culture.** (The Lands, Peoples & Cultures Series). Crabtree Publishing Company, 1989, 0-86505-209-3. **Grades 4 - 5.**

Kalman, Bobbie. **China - The Land** (The Lands, Peoples & Cultures Series). Crabtree Publishing Company, 1989, 0-86505-207-7. **Grades 4 - 5.**

Kalman, Bobbie. **China - The People.** (The Lands, Peoples & Cultures Series). Crabtree Publishing Company, 1989, 0-86505-208-5. **Grades 4 - 5.**

Lee, Sandra. **Giant Pandas.** Child's World, Inc. 1993. 1-56766-009-6. **Grade 2 & Up.**

Love, Ann and Jane Drake. **Take Action: An Environmental Book for Kids.** Tambourine Books, 1992, 1-56261-042-2. **Grade 3 & Up.**

Lovett, Sarah. **Extremely Weird Endangered Species.** (Extremely Weird Series). John Muir, 1992, 0-688-12461-X. **Grade 3 & Up.**

MacClintock, Dorcas. **Red Pandas: A Natural History.** Scribner's Young Readers (Macmillan Children's Book Group). 1988. 0-684-18677-2. **Grade 7 & Up.**

McClung, Robert M. **Lili, a Giant Panda of Sichuan.** Morrow Junior Books. 1988. 0-688-06942-8. **Grade 3 & Up.**

McDearmon, Kay. **Giant Pandas.** Dodd, Mead. 1986. 0-396-08736-1. **Grades 3 - 6.**

Major, John S. The **Land & People of China**. (Portraits of the Nations Series). HarperCollins Children's Books, 1989, 0-397-32336-0. **Grades 6 & Up.**

Martin, L. **Panda.** (Wildlife in Danger Series). Rourke Corporation. 1988. 0-86592-996-3. **Kindergarten - Grade 5.**

Martin, Lynne. **The Giant Panda.** Young Scott Books. 1972. 0-201-09226-3. **Grade 4 & Up.**

Masui, Mitsuko. **Pandas of the World.** Heian International Publishing, Inc. 1989. 0-89346-314-0. **Grades Kindergarten - 2.**

Maynard, Thane. **Endangered Animal Babies: Saving Species One Birth at a Time.** (Cincinnati Zoo book series). Franklin Watts, 1993, 0-531-11077-X. **Grades 5 - 8.**

Maynard, Thane. **Saving Endangered Mammals: A Field Guide to Some of the Earth's Rarest Animals**. Franklin Watts, 1992, 0-531-11076-1. **Grades 5 - 8.**

Odijk, Pamela. **The Chinese**. (Ancient World Series).1991, 0-382-09894-3. **Grades 5 - 8**.

Panda. Blue Q. 1989. 1-87865-735-6. **Grade 7 & Up.**

The Panda. (Animal World Books). Troll Associates. 1988. 0-8167-1573-4. **Grades 2 - 5.**

Petty, Kate. **Baby Animals: Pandas.** Barron's Educational Series. 1992. 0-8120-4968-3. **Preschool - Grade 3.**

Petty, Kate. **Pandas.** (Baby Animals Series). Gloucester Press (Watts, Franklin, Inc.) 1991. 0-531-17287-2. **Kindergarten - Grade 3.**

Preiss, Byron. **Secret World of Pandas.** Harry N. Abrams. 1990. 0-8109-2457-9. **Grade 7 & Up.**

Propper. **Panda.** (World Animal Library). Rourke Corporation. 1983. 0-86592-851-7. **Grades 2 - 5.**

Rothaus, Jim. **Giant Pandas.** (Zoo Books). Creative Education, Inc. 1988. 0-88682-228-9. **Grade 3.**

Schaller, George B. **The Last Panda.** University of Chicago Press. 1993. 0-226-73628-8. **Grade 9 & Up.**

Schmidt, Annemarie & Schmidt, Christian R. **Bears & Their Forest Cousins.** (Animal Families Series). Steven, Gareth, Inc. 1991. 0-8368-0684-0. **Grades 4 - 6.**

Standring, Gillian. **Pandas.** (Wildlife at Risk Series). Bookwright Press (Watts, Franklin, Inc.) 1991. 0-531-18397-1. **Kindergarten - Grade 4.**

Stirling, Ian. **Bears.** Sierra Club Books. 1992, 0-87156-574-9. **Grades 3 - 6.**

Stone, Lynn. **Bears.** (Predators Series). Rourke, 1993, 0-86625-438-2. **Kindergarten - Grade 5.**

Stone, Lynn M. **Endangered Animals.** (New True Books). Children's Press, 1984. 0-516-01724-1. **Kindergarten - Grade 4.**

Terzi, Marinella. **The Chinese Empire.** (World Heritage Series). Children's Press, 1992, 0-516-08377-5. **Grades 3 & Up.**

Twinem Neecy. **Aye-Ayes, Bears, & Condors: An ABC of Endangered Animals & Their Babies.**W. H. Freeman, 1993, 0-7167-6525-X. **Preschool - Grade 3.**

Whittaker, Bibby. **Bears & Pandas.** (Find Out About Series). Evans Brothers (Trafalgar Square). 1991. 0-237-60171-0. **Grades 4 - 6.**

Winograd, Deborah. **My Color Is Panda.** Green Tiger (Simon & Schuster). 1993. 0-671-79152-4. **Preschool - Grade 1.**

Wong, Ovid. **Giant Pandas.** (New True Books). Children's Press. 1987. 0-516-41241-8. **Kindergarten - Grade 4.**

BIBLIOGRAFRÍAS

Los Grados K-3

Martin, L. Pandas. **La Fauna Siolvestre en Peligro**. Vero Beach, FL, Rourke Publishing Group.

238

If you know of performers or resource people who are willing to work with libraries, please fill out a form and mail it to us:

If you have noted useful companies, materials and organizations for upcoming themes: The 1996 Olympics or **Book a Trip to the Stars**, share it with the library community.

Mail your suggestions to:

Jan Elliott
Department of Library, Archives & Public Library
Library Extension Division
1700 W. Washington
Phoenix, AZ 85007

RESOURCE COMPANIES/ORGANIZATIONS

Company or Organization Name:

Address:

Telephone:

Fax:

Description of Materials Relevant to ARP:

Company or Organization Name:

Address:

Telephone:

Fax:

Description of Materials Relevant to ARP:

RESOURCE PEOPLE

Contact Person:

Name:

Address:

Telephone:

Description of Performance:

Fee Plus Mileage:

Travel Range:

Past Performances:

Contact Person:

Name:

Address:

Telephone:

Description of Performance:

Fee Plus Mileage:

Travel Range:

Past Performances:

CATEGORIES FOR RESOURCE PEOPLE

ARTS & CRAFTS
AUTHORS
CARTOONISTS
CLOWNS
CREATIVE WRITING
DANCERS
DRAMA
FOLKLORIST
.HEALTH & SAFETY
HISTORY
HOBBIES
ILLUSTRATORS
MAGICIANS
MUSEUMS
MUSICIANS
NATURE
PERSONAL IMPROVEMENT
PUPPETEERS
SCIENCE
SIGN LANGUAGE
STORY TELLERS
STUNT TEAM
VARIETY ACTS

RESOURCE PEOPLE
Listed by Category

ARTS & CRAFTS
Arboretum of Flagstaff
Doris Asano
Susan Corl
Susan Kale*

AUTHORS
Ken or Debby Buchanan
Erni Cabat Studio
Judith Cole
Anna W Hale
Kathryn Lance
Cynthia Lukas
Jan Mike
Joan Sandin
Murray Shaw
Mariana Warner
Fran Weissenberg

CARTOONISTS
Danny Handke
Steve Parker*
Stan Tang

CLOWNS
Aces Entertainment
Alice & Buddys', Alice Span
DJ the Clown
Luv Clowns, Alice Stewart
Ronald McDonald
Yo Yo Clown, William B. Stokes

CREATIVE WRITING
Ken or Debby Buchanan
Judith Cole
Kathryn Lance
Cynthia Lukas
Jan Mike
Joan Sandin
Gene Williams
Janet Winans*

DANCERS
Aloha Hoomalimali*
Berta Benally*
Folksteppers, Alice Stewart*
Phoenix Irish Step Dancers

DRAMA
Arizona Children's Theater Co., Rene L. Malmgren

FOLKLORIST
Keith Cunningham

HEALTH & SAFETY
American Heart Association,
Arizona Public Service Company
Black Canyon City Sheriff's Office* Pamela Cendejan
Coconino County Health Department
Coconino County Sheriff's Department*
Education Department of Mother's Against Drunk Driving (M.A.D.D.)*
Good Neigh Bear*
Debra Pasquerette, Director, Positive Force Players of Planned Parenthood
Project Prevention & Project Prevention Posse
Carol Rosson*
Dick Schick
Smokey the Bear - Woodsy the Owl
Yavapai County Sheriff Office

HISTORY
Arizona Historical Society, Pat Walton
Heard Museum
Society for Creative Anacronism*

HOBBIES
Flagstaff Baseball Card Shop, Ed Garver
Mohave County Agricultural Extension, Jerry Olson

ILLUSTRATORS
Steve Crompton
Joan Sandin
Stan Tang

MAGICIANS
Alice & Buddys', Alice Span
Kimberly Betz*
Paul W. Estes of The Magicians
Dale E. Miller, Society of American Magicians
Presto Magic Studio, Barry Schor
Dick Schick
Susan Seats
Alice & Buddys', Alice Span
Michael Steele
Allan Wade*

MUSEUMS
Arizona Museum of Science and Technology
Heard Museum

MUSICIANS
Mesa Winds Woodwind Quintet,
Loretta Niebur
Ken Mikell
Music Performance Trust Funds; Phoenix Federation of Musicians
Loretta Niebur
Tony Norris
Quintessence Chamber Ensemble
"Loca Rosa" a.k.a. Tish Dvorkin
Southwest Brass, Russ Plylar*
String Sounds, Susan Smith
John Williams

NATURE
Penny Allen*
Arboretum of Flagstaff
Bureau of Land Management, Sarah Hooper
K.E. Conway*
Alicia and Larry Friberg*
Thomas M. Marcellino
Mohave County Agricultural Extension, Jerry Olson
Phoenix Zoo*
Steve Prchal*
Smokey the Bear - Woodsy the Owl
Ed Tunstall*
Tammy Vaughter

PERSONAL IMPROVEMENT
Erni Cabat Studio

Ronda Kunau
Pris Merlene
Margie Walsh

PUPPETEERS
Alice & Buddys', Alice Span
Flutterbys Puppets, Clair Radich*
Great Arizona Puppet Theater, Nancy Smith*
Puppet Pizzazz, Joy Wade
Dick Schick
Phyllis Vogelsong

SCIENCE
Arizona Museum of Science and Technology
Starlight Planetarium Productions, Brian DeWelles

SIGN LANGUAGE
Julie Harmon*
Elaine Smith*

STORY TELLERS
John Abbott
Fatimah Abdul-Halim
Ruthmarie Arguello-Sheehan and Brendan A. Curtin
Dorothy Daniels Anderson
Lynn Bevill
Tommie Brogan
Jill Detter
Don Doyle
Dreams Unlimited Story Telling Service, Diane Winslow
Dennis R. Freeman
Bert "Doc" Gerard
Mary J. Kelly
Russell Mann, Anna Del Paxton
Judy McKinley
Ken Mikell
Judi Moreillon
Tony Norris
Northern Arizona Storytellers
Leticia Pizzino*
Linda Riell
Martin Juan Rivera, Sr.
Jeffrey Sadow
Story Peddlers
We're Storytellers

STUNT TEAM
Pro-Impact Stunt Team, Lance Lyons

VARIETY ACTS
Accent Entertainment, Larry Chebowski
Aces Entertainment
Rich Howard Entertainment
Ronald McDonald
John Nolander
Kenny Perez
Michael Steele
David Zacarte

Contact Person:
Name: John Abbott
Address: P.O. Box 187, Chino Valley, AZ 86323
(602) 956-9691 (message phone)

Description of Performance:
Professional storyteller, tells adventure tales, ghost tales and legends. Also gives programs on storytelling and creative writing. Programs geared to age and interest of groups.

Fee Plus Mileage: $500 for single performance. $350 for series of 3 or more performances. Expenses included in Arizona.

Travel Range: All over the world

Past Performances:
Phoenix Pubic Library System; Scottsdale, Glendale and Mesa School Districts, museums, elder hostels.

Contact Person:
Name: Fatimah Abdul-Halim
Address: 4133 North 15th Drive, Phoenix, AZ 85015
Telephone: (602) 230-0797

Description of Performance:
Storytelling; urban contemporary tales

Fee Plus Mileage:
Negotiable

Travel Range:
Arizona

Past Performances:
Phoenix Public Library, Mesa Public Library, Cochise School, Herberger Theater, Phoenix Art Museum, Brazil, and Africa.

Contact Person:
Name: Accent Entertainment, Larry Chebowski
Address: 2111 South Industrial Park Avenue, Suite #106, Tempe, AZ 85282
Telephone: (602) 967-7676 FAX: (602) 902-0669

Description of Performance:
Entertainment service with a variety of acts, including catering and decorating.

Fee Plus Mileage:
Depends on entertainer.

Travel Range:
Arizona

Past Performances: Various daycares, private birthdays, parades, fairs.

Contact Person:
Name: Aces Entertainment - Aces Clown Band
Address: 3333 E. Indian School Rd., Suite. #1, Phoenix, AZ 85018
Telephone: FAX: (602) 956-7208

Description of Performance:
Clown band playing instruments, singing, magic, juggling, clown gags and routines. Costumed in full circus clown outfits. Band size 5 to 10 clowns. Also, individual clowns available.

Fee Plus Mileage:
4 clowns approximately $190; 5 clowns approximately $240, plus mileage outside Phoenix general area. The clown band is available by special grant to certain nonprofit organizations through the Phoenix Federation of Musicians, Cindy Taylor for minimal fee (602) 251-8838, Wednesday or Friday from 1-4 p.m.

Travel Range:
Anywhere in Arizona.

Past Performances:
Mesa Public Library, Scottsdale Public Library, Peoria Public Library, Chandler Public Library, Tempe Public Library

Contact Person:
Name: Penny Allen
Address: 1053 E. Moon Vista, Apache Junction, AZ 85219
Phone: (602) 982- 6376

Description of Performance:
Representative of AZ C.U.B.S. - Central United Bear Society. Presents educational programs about black bears in southwest and northern Arizona. Information includes what to do when a bear is encountered when camping or hiking. Uses video program, "Bear Aware"

Fee Plus Mileage:
Free, mileage negotiable.

Travel Range:
Statewide

Past Performance:
Recreational Equipment Company (REI)

Contact Person:
Name: Aloha Hoomalimali, Alice Stewart
Address: 8155 E. Crescent Circle, Mesa, AZ 85208-4721
Phone: (602) 986-7293 or Beverly Ibbs (602) 830-8124

Description of Performance:
Performs dances from Polynesian Islands, including Hawaii, Samoa and Tahiti with appropriate costumes.

Fee Plus Mileage:
$100/45 minutes to 1 hour program.

Travel Range:
Metro Phoenix area; usually no mileage

Past Performance:
Twin Knoll Mobile Home Park, Val Vista Lakes, various nursing homes.

Contact Person:
Name: American Heart Association, Pamela Cendejas (Western Region)
Address: P.O. Box 2434, Lake Havasu City, AZ 86405
Phone: (602) 453-2616

Description of Performance:
Provides orientation and kit to be used by staff.

Fee Plus Mileage:
No program fee, contact for mileage

Travel Range:
For information or your local A.H.A. for similar offerings for different age groups.

Past Performances:
Mohave County Library District, Charles C. Royall Memorial Library (Lake Havasu City)

Contact Person:
Name: Dorothy Daniels Anderson
Address: 4311 East Clarendon, Phoenix, AZ 85018
Telephone: (602) 957-0462

Description of Performance:
Professional storyteller: Dresses in costume and tells stories about Arizona in the "Olden Days." Stories are researched and written by D. Anderson. She will also speak to children about how she writes and tell how to get published.

Fee Plus Mileage:
Between $75-$150 per hour depending on distance and size of audience. Negotiable

Travel Range:
Depends on schedule and availability

Past Performances:
Phoenix Public Library, Douglas Public Library, Glendale Community College Schools; clubs; banquets; conventions; Arizona State Library Association

Contact Person:
Name: The Arboretum of Flagstaff, Judy Hite, Education Director
Address: P.O. Box 670, Flagstaff, AZ 86002
Phone: (602) 774-1441

Description of Performance:
Variety of programs and crafts relating to plants. Example: making catnip mice.

Fee Plus Mileage:
Call for information

Travel Range:
Northern Arizona

Past Performances:
Flagstaff Public Library, Williams Public Library. Presented programs in Cottonwood, Show Low, Payson, Springerville and Gallup, NM.

Contact Person:

Name: Ruthmarie Arguello-Sheehan and Brendan A. Curtin
Address: 11817 Thunderbird Rd., Sun City, AZ 85351
Phone: (602) 972-8619

Description of Performance:

Storytellers. Tell stories of the West, international stories, intergenerational stories in English/Spanish/French. Endorsed by the National Grandparent's Association as "Granny and Gramps" storytellers. Video and audio tapes available.

Fee Plus Mileage:

$100 and up, negotiable.

Travel Range:

Arizona. They travel throughout the U.S. making presentations during the summer.

Past Performances:

American Library Association, Kennedy Center, Dysart School

Contact Person:

Name: Arizona Children's Theater Co., Rene L. Malmgren
Address: 2612 E. La Cienega Dr., Tucson, AZ 85716
Phone: (602) 881-2101

Description of Performance:

Theater in the round; multicultural folk tales, myths, legends, and fairy tales

Fee Plus Mileage:

$250 plus mileage and expenses

Travel Range:

Arizona

Past Performances: Globe School District, Vail School District

Contact Person:

Name: The Arizona Historical Society, Pat Walton
Address: 1300 N. College, Tempe, AZ 85281
Phone: (602) 929-0292

Description of Performance:

Living History Outreach Program. Historical character comes in costume with appropriate props and gives a 30 to 45 minute presentation. Characters include a mountain man, conquistador, Jack Swilling, Henry Garfias, Martha Summerhays, Lt. Henry Flipper, El Vaquero, Pleasant Valley ranch wife, John Rhoads, Tom Rynning, Sharlot Hall, Frances Willard Munds, Marshal Jack Allen, Apache scout

Fee Plus Mileage:

$45 per presentation includes mileage. Outside 50 mile radius of Phoenix, contact for expenses.

Travel Range:

Arizona

Past Performances:

Maricopa County Library System, Mesa Public Library, Chandler Public Library, Tempe Parks and Recreation.

Contact Person:

Name: Arizona Museum of Science and Technology
Address: 147 E. Adams, Phoenix, AZ 85004
Phone: (602) 256-9518 reservation line, Maggie, 258-7250 public relations, Teresa

Description of Performance:

Two outreach programs: "Really Cool Science." Uses liquid nitrogen at 320 degrees below zero to show the properties of the very cold. [40 minute program, maximum attendance 50 people.] "Space Explorer." A portable planetarium is used to present Native American legends and Greek myths to teach about the stars and constellations. (Size requirements for "Space Explorer" program is 11' ceiling, and 20' x 20' room for planetarium. Maximum attendance 35 people).

Fee Plus Mileage:

1 show $100, each additional show $60 each, plus mileage over 50 miles outside Phoenix.

Travel Range:

Arizona

Past Performances:

Glendale Public Library, Phoenix Public Library System, Tempe Public Library, Mesa Public Library

Contact Person:

Name: Judy Baily
Address: 909 East Brill Street, Phoenix, AZ 85006
Telephone:

Description of Performance:

Live theatrical plays performed in existing schools on drug and alcohol and sexual abuse prevention

Fee Plus Mileage:

$300 per day and 24¢ per mile in Maricopa County; outside Maricopa County negotiable

Travel Range:

Arizona from September through May

Past Performances:

In the past six years we have reached over 200,000 school age children with our message on sexual, alcohol and drug abuse prevention

Contact Person:

Name: Berta Benally
Address: 6680 Columbine Boulevard, Flagstaff, AZ 86004
Phone: (602) 527-1041

Description of Performance:

Native American Dance
Navajo Traditional and Intertribal Dance

Fee Plus Mileage:

Negotiable

Travel Range:

International and U.S.

Past Performance:

(1994) Luther Burbank Center, Santa Rosa California, Mesa Libraries, World Soccer Finals, Festival Internationale (LA), Smithsonian Institute, Rome, Italy, Norway, East Germany, Ohio, California, Washington D.C. and many other places.

Contact Person:

Name: Lori Berra, Yavapai County Sheriff's Office, Community Service Representative
Address: 255 East Gurley Street, Prescott, AZ 86301
Phone: (602) 374-5205

Description of Performance:

McGruff, crime prevention and solving crimes through crime clue collection. Program included through purchase by the library the games Clue and Clue Junior. Is willing to work up other programs.

Fee Plus Mileage:

No charge

Travel Range:

Past Performance:

Contact Person:

Name: Kimberly Betz
Address: 851 E. 6th Place, Mesa, AZ 85203
Phone: (602) 835-6340

Description of Performance:

Kimberly is a high school senior who does small shows of close up magic suitable for summer reading programs.

Fee Plus Mileage:

$50 for first 30 minutes, $75 for one hour.

Travel Range:

East Valley

Past Performance:

Edison School

Contact Person:

Name: Lynn Bevill
Address: 242 E. 4th Street, Tucson, AZ 85705
Telephone: (602) 882-8887

Description of Performance:

Topic include Southwestern tall tales, stories of lost treasures, and campfire stories; programs adapted to age and audience. He is a children's school librarian.

Fee Plus Mileage:

Negotiable plus mileage and expenses.

Travel Range:
Arizona during the summer and Southern Arizona on weekends and evening during the school year.

Past Performances:
Tucson public schools and libraries, Flagstaff public school and library, Nogales Public Library

Contact Person:
Name: Tommie Brogan
Address: 2826 W. Lawrence Road, Phoenix, AZ 85017
Phone: (602) 249-2467

Description of Performance:
Traditional story teller. Variety of programs from scary to multicultural to celebration of Earth. Programs are suitable for all ages over 4 years.

Fee Plus Mileage:
Libraries, $65; other settings negotiable; mileage to a maximum of $30.

Travel Range:

Arizona

Past Performance:
Series for Maricopa County Library System and branches, Sierra Vista Public Library, Douglas Public Library, Nogales Public Library, Prescott Public Library.

Contact Person:
Name: Ken or Debby Buchanan
Address: P.O. Box 232, Arivaca, AZ 85601
Telephone: (602) 398-9665

Description of Performance:
Authors of **This House is Made of Mud, Lizards on the Wall, It Rained on the Desert Today.** Conduct children's writing and poetry workshops.

Fee Plus Mileage:

Fees are negotiable, plus mileage and expenses

Travel Range:

Arizona

Past Performances:
Tucson Public Library, Apache Junction Public Library, Mustang Branch of Scottsdale Public Library

Contact Person:
Name: Bureau of Land Management, Sarah Hooper
Address: 3189 Sweetwater Ave., Lake Havasu City, AZ 86406
Phone: (602) 855-8017

Description of Performance:

Program which features information on snakes, snake safety, gila monsters, gila monster safety, and participants are allow to view the rattlesnakes and gila monster in cages. For children 13 years and older the program will also include a desert wildlife slide presentation.

Fee Plus Mileage:

No program fee, contact for mileage

Travel Range:

Contact for information

Past Performances:

Mohave County Library District, Charles C. Royall Memorial Library Lake Havasu City

Contact Person:

Name: Erni Cabat Studio
Address: 627 N. 4th Avenue, Tucson, AZ 85705
Telephone: (602) 622-6362

Description of Performance:

Erni Cabat's Magical World of Prehistoric Animals, Erni Cabat's Magical World of the Carousel, and Erni Cabat's Magical World of Dinosaurs, Ernie Cabat's Magical World of Monsters, Ernie Cabat's Magical ABC: Animals Around the Farm. He presents a creativity program with audience participation. A charming and energetic 80 year old gentleman.

Fee Plus Mileage:

Negotiable - from what your budget allows up to $500. Expenses depend on distance from Tucson

Travel Range:

Depends on his circumstances at the time.

Past Performances:

Tucson Public Library, Tucson Public Schools, Phoenix Public Library

Contact Person:

Name: Coconino Health Department
Address: 2500 N. Fort Valley Road, Flagstaff, AZ 86001
Phone: (602) 779-5164, ext. 25

Description of Performance:

"Safety programs, contact Tom Weathers at extension 25; Health program including Jody Coyote and Sugar Witch, contact extension 44.

Fee Plus Mileage:

Free

Travel Range:

Coconino County

Past Performances:

Elementary schools, preschools

Contact Person:

Name: Coconino County Sheriff's Department
Address: P.O. Box 39, Flagstaff, AZ 86002
Phone: (602) 774-4523

Description of Performance:

Hug-A-Tree program. Teaches children what to do if they become lost in the woods; how to make themselves "big" for helicopters and searchers; and about survival kits.

Fee Plus Mileage:

Free

Travel Range:

Coconino County

Past Performance:

Flagstaff schools.

Contact Person:

Name: Judith Cole
Address: 8126 E. Sixth Street, Tucson, AZ 85710
Telephone: (602)886-1410

Description of Performance:

Author of **The Moon, the Sun and the Coyote, Another Hare and a Different Tortoise.** Reads from her books, talks to children about writing, audience participation.

Fee Plus Mileage:

To be negotiated, plus mileage and expenses outside Tucson area.

Travel Range:

Arizona during the summer, Tucson area during the school year.

Past Performances:

Schools and libraries in the Tucson area including Wilmot Library, El Rio Library, and presenter at language and literacy conference at University of Arizona.

Contact Person:

Name: K. E. Conway
Address: P.O. Box 20706
Phone: (602) 284-1074

Description of Performance:

Preschool and up presentation on whales and dolphins including story book, photo books, discussion and listening to sounds of whales and dolphins--also video tapes, if VCR is available

Fee Plus Mileage:

Small fee and mileage negotiable

Travel Range:

Unlimited

Past Performance:

Sedona Public Library preschool story time with whale story, discussion, cassette taped whale sounds and baleen whale feeding demonstration.

Contact Person:

Name: Susan Corl
Address: P.O. Box 898, Patagonia, AZ 85624
Phone: (602) 394-2926

Description of Performance:

Children's workshop on papermaking, bookbinding for children, dolls, mask making and other crafts, cartoons, animation, Ukrainian egg decorating, corn husk dolls.

Fee Plus Mileage:

Negotiable for workshop plus mileage plus expenses

Travel Range:

Arizona

Past Performances:

Patagonia Public Library, Nogales, and Rio Rico Libraries. Very Special Arts Festival, Mesquite Grove Gallery.

Contact Person:

Name: Steve Crompton
Address: 8584-A E. Indian School Road, Scottsdale, AZ 85251
Telephone: (602) 945-4965

Description of Performance:

How to workshops on Science Fiction/Fantasy Comic Book Illustrating techniques.

Fee Plus Mileage:

$25/hour

Travel Range: Metro Phoenix

Past Performances: Mesa Public Library

Contact Person:

Name: Keith Cunningham
Address Northern Arizona Univ., P.O. Box 6032 Flagstaff, AZ 86011
Telephone: (602) 523-4420

Description of Performance:

Folklorist, who as an artist-in-residence locates, interviews and documents traditional artists with a community. Acts as a facilitator between the public and local artist. School/library cooperation desirable.

Fee Plus Mileage:

$120/day plus per diem.

Travel Range:

Arizona

Past Performance:

Twelve Arizona public schools and Tempe Historical Society Museum.

Contact Person:

Name: DJ the Clown
Address: P.O. Box 5752, Mesa, AZ 85211
Phone: 602) 437-8123

256

Description of Performance:
Balloon sculpting, pocket magic, magic shows, face painting, balloon bouquets, balloon decorating, mimes, Santa Claus and more.

Fee Plus Mileage:
Varies according to performance. One hour program about $70-$75. Multiple hours, reduced rates. Mileage charged outside Phoenix metro area.

Travel Range:
Arizona

Past Performances:
Glendale Public Library, Fort McDowell Library, Mesa Parks and Recreation, City of Tempe, City of Chandler

Contact Person:
Name: Jill Detter
Address: 1022 East Keim, Phoenix, AZ 85014
Telephone: (602) 274-8076, (w) (602) 262-6582 (Phoenix Public Library Children's Department)

Description of Performance:
Storytelling: Mother Goose Story Teller, Folk Tales and Fairy Tales/Nursery Rhymes, Southwest Stories, Creative/Participation Drama, Greek Myths.

Fee Plus Mileage:
Negotiable

Travel Range:
Arizona

Past Performances: Phoenix Public Library (Central and Branches); Shumway Public School, Chandler; Madison School District.

Contact Person:
Name: Don Doyle
Address: 1903 E. Fairfield, Mesa, AZ 85203
Telephone: (602) 833-3013

Description of Performance:
Storyteller. Tells legends, folk traditions of the world cultures, Celtic stories, and personal experience stories.

Fee Plus Mileage:
$300/day for 45 minute program in Phoenix metro area; $300 plus mileage and expenses outside Phoenix metro area.

Travel Range:
Arizona

Past Performances:
Phoenix Public Library, Mesa Public Library, Apache Junction Public Library, school libraries across the State, Arizona State Library conference Fall '93.

Contact Person:
Name: Dreams Unlimited Story Telling Service, Diane Winslow
Address: 137 Mountain Morning Drive, Tucson, AZ 85704
Phone: (602) 742-0662

Description of Performance:
Storytelling, evenings and weekends only

Fee Plus Mileage:
$100/hour. Workshops $250, Out of State, fee + travel, lodging and expenses

Travel Range:
Anywhere

Past Performances:
Desert Winds Elementary School, Casa Grande School District, Tucson Unified School District, Marana School District.

Contact Person:
Name: Education Department of Planned Parenthood, Mauryne Young, Librarian
Address: 5651 N. 7th Street Phoenix, AZ 85014
Phone: 265-2495

Description of Performance:
National Family Sexuality Education Month Programs (October). Various programs in English and Spanish for parents and children. Scheduled to do programs at Mesquite and Dobson Ranch Branches in October.

Fee Plus Mileage:
Free in October. $35/hour; negotiable.

Travel Range:
Maricopa County mostly but will travel to other areas.

Past Performances:
Presentations in Mesa and Gilbert area schools, clubs and various organizations

Contact Person:
Name: Paul W. Estes of The Magicians
Address: P.O. Box 66952, Phoenix, AZ 85082-6952
Phone: (602) 257-4261

Description of Performance:
Magic show and/or lecture/demonstration of principles of deception and/or magic workshop.

Fee Plus Mileage:
$100

Travel Range:
Arizona

Past Performances:
Scottsdale Public Library, Glendale Public Library, Tempe Public Library, Mesa Public Library, Nogales Public Library.

Contact Person:

Name: "Fiddlin" Sol Rudnick
Address: 817 W. Colter , Phoenix, AZ 85013
Telephone: (602) 277-0237, *Marie Torris (602)786-7120, (602) 821-51004

Description of Performance:

Traditional heritage fiddle music in the U.S.; Early American fiddling styles (Colonial, Civil War), Cajun, Mariachi, Ozark, French Canadian. "Fiddle Magic."

Fee Plus Mileage:

$175 + mileage + expenses for 2 people (guitar accompanist) for 45-60 minutes program. A second back-to-back program for another age group - $75.

Travel Range:

Arizona

Past Performances:

Several libraries and schools around the Phoenix area and Arizona. Completed concert tour to Alaska in Fall of 1993.
Current library reference: July 12, 1994 Ray/McQuien School Library Program

Contact Person:

Name: Flagstaff Baseball Card Shop, Ed Garver
Address: 317 N. Humphreys Street, Flagstaff, AZ 86001
Phone: (602) 779-6035

Description of Performance:

Speaks about the history and collection of baseball cards, and answers questions. Needs 3-4 weeks advanced notice.

Fee Plus Mileage:

Free

Travel Range:

Arizona. Not available for personal appearances in 1995, but is able to provide information and conference calls.

Past Performances:

Flagstaff Public Library, Youth Education guest speaker in Flagstaff

Contact Person:

Name: Flutterbys Puppets, Clair Radich
Address: 4638 N. 22nd Avenue, Phoenix, AZ 85015
Phone: (602) 246-4043

Description of Performance:

Presents wide variety of puppet shows for children, many with a holiday theme. Gives workshops for teachers and librarians, and demonstrates how to use puppets with children.

Fee Plus Mileage:

$50 for 30 minutes, with longer programs and workshops fee negotiable. Mileage if outside Phoenix metro area.

Travel Range:

Arizona

Past Performance:
Glendale Public Library

Contact Person:
Name: Folksteppers, Alice Stewart
Address: 8155 E. Crescent Circle, Mesa, AZ 85208-4721
Phone: (602) 986-7293 or Betty Ibbs, (602) 830-8124

Description of Performance:
Performs dances of all countries, "Trip Around the World," or will concentrate on one country. Performs Irish programs, Cinco de Mayo programs and Oktoberfest events.

Fee Plus Mileage:
$100 for 45 minute to 1 hour program.

Travel Range:

Metro Phoenix area, usually no mileage.

Past Performance:
Twin Knolls Mobile Home Park, Val Vista Lakes, various nursing homes.

Contact Person:
Name: Dennis R. Freeman
Address: 2502 West Mingus Road, New River, AZ 85207-8224
Telephone: (602) 465-7791

Description of Performance:
Storyteller. Topics include southwest legends; personal narrative and world folklore

Fee Plus Mileage:
$250-$450 plus travel if required for one to three same day performances. Will consider lower fees for libraries.

Travel Range:
Arizona, Colorado, New Mexico

Past Performances:
Artist in Education, Artist in Arizona Towns for Arizona Commission on Arts, Museum of Northern Arizona, University of San Diego, Tempe Public Library, Scottsdale Public Library

Contact Person:
Name: Alicia and Larry Friberg
Address: 5502 W. Hazelwood, Phoenix, AZ 85031
Phone: (602) 848-6691

Description of Performance:
Lecture and Exhibits of Reptiles

Fee Plus Mileage:
A donation to the Arizona Herpetological Association is appreciated.

Travel Range:

Metro Phoenix

Past Performance:
Palo Verde Library, Mesa Public Library, Kyrene school, Tempe Children's World, Mesa, Chandler Public Library

Contact Person:
Name: Bert ("Doc") Gerard
Address: P.O. Box 50321, Phoenix, AZ 85076-0321
Telephone: (602) 893-7851

Description of Performance:
Storytelling: Hasidic and Celtic Stories

Fee Plus Mileage:
$50 for 1 hour;$100 for 1/2 day plus lodging and expenses

Travel Range:
Up to 100 miles from Phoenix.

Past Performances:
Changing Hands Bookstore, Borders Book Store, Guadalupe Reading Program.

Contact Person:
Name: Good Neigh Bear, Terri Bowers, State Farm Insurance
Address: 1665 W. Alameda Drive, Tempe, AZ 85289-0001
Phone: (602) 784-3160

Description of Performance:
Lesson plans are sent to library, and props such as Good Neigh Bear costume, sent to local insurance agent. Various safety topics for preschool through 3rd grade children available: 911/0 emergency, pedestrian safety, traffic lights, poison safety, bike rodeos.

Fee Plus Mileage:
Free

Travel Range:

Past Performance:
Family of Christ Preschool, diamondback Elementary School in Bullhead City.

Contact Person:
Name: Great Arizona Puppet Theater, Nancy Smith
Address: P.O. Box 7001, Phoenix, AZ 85011
Phone: (602) 277-1275

Description of Performance:
Extensive repertoire including fairytales; original shows; educational shows on environment, water conservation, Native American legends, endangered species. Puppet shows appropriate for preschoolers through adult and for both large and small audiences. Also performs Navajo and Chinese shadow stories.

Fee Plus Mileage:
$250-$400.

Travel Range:
Travel throughout Arizona

Past Performances:
The company performs thousands of performances each year at their theater and at libraries, schools, churches, community centers, shopping centers, private homes, child care centers, the Desert Botanical Garden as well as the cities of Phoenix, Mesa, Chandler and Gilbert have sponsored shows.

Contact Person:
Name: Anna W. Hale
Address: 4901 Sunrise Drive, Apt. 410, Tucson, AZ 85718
Telephone: (602) 577-3112

Description of Performance:
Author of *Blue Indian Mystery* and *Mystery on Mackinac Island*. Interacts with children, best for grades 3-5. *A Mayflower Story* to be published in 1995.

Fee Plus Mileage:
$25 (daylight driver only)

Travel Range:
150 miles

Past Performances:
19 schools in Tucson area, Nanini Library (Tucson), University of Arizona Children's Literature Conference.

Contact Person:
Name: Sue Handke for Danny Handke
Address: 8307 N. 85th Place, Scottsdale, AZ 85258

Telephone: (602) 991-3131

Description of Performance:
A 11 year old student, teaches kids to draw familiar cartoon characters such as Tweedy Bird and Wyle E. Coyote. Also plays two games: 1) Create a Toon where the audience tells him where to place the lines and the finished product is one big character which is created from the kids own imagination and 2) "Name that Toon" where Danny draws familiar cartoon characters and the kids must guess the character before he finishes.

Fee Plus Mileage:
$25/45 minutes presentation plus mileage.

Travel Range:
Statewide

Past Performances:
Taught cartooning at the Scottsdale Center for the Arts; Kids Camp at the Phoenician Resort; created logos for local businesses and his school; and has his own company called Fantast-a-Toons, Maricopa County Libraries, Page Public Library and Apache Junction Public Library.

Contact Person:

Name: Julie Harmon
Address: 175 S. Belair, Apache Junction, AZ 85219
Phone: Home (602) 983-3324, Work (602) 983-2181

Description of Performance:

Sign language classes.

Fee Plus Mileage:

$12.50 per student for 4-5 week program.

Travel Range:

East Valley locations

Past Performance:

Apache Junction Parks and Recreation Department

Contact Person:

Name: Heard Museum, Education Services; Roger McKinney, Gina Laczko
Address: 22 East Monte Vista Road, Phoenix, AZ 85004
Telephone: (602)252-8840

Description of Performance:

Speakers Bureau

Fee Plus Mileage:

Free

Travel Range:

Arizona

Past Performances:

Provided an exhibit on *Rain* as the Indians in the Southwest view it, and included both an adult speakers program with slides and a children's program. Gilbert Public Library, Apache Junction Public Library

Contact Person:

Name: Lt. Richard Herlocker
BCC Sheriff's Posse
Address: P.O. Box 1489, Black Canyon City, AZ 85324
Phone: (602) 374-9672

Description of Performance:

Communication and codes. Children made compasses to use in following a treasure map which involved finding books in the library with stickers hidden inside and a treasure chest at the end with seed packets inside it. They also made telephones and working telegraphs. Program geared to all ages with age appropriate activities. There were also codes to break.

Fee Plus Mileage:

No fee to BCC

Travel Range:

Past Performance:

Contact Person:

Name: Rich Howard Entertainment
Address: 3502 N. 81st Street, Scottsdale, AZ 85251

Telephone: (602) 945-9193

Description of Performance:

Fast-paced music, magic and juggling. Lots of interaction with children. He invents musical instruments. He demonstrates the process of taking creative ideas and putting them into action.

Fee Plus Mileage:

Minimum $100 per show plus mileage and expenses.

Travel Range:

Arizona

Past Performances:

Tolleson Public Library, Scottsdale Public Library, Douglas Public Library, Scottsdale School District, and Page Public Library.

Contact Person:

Name: Virginia Kaiser
Address: P.O. Box 649, Rimrock, AZ 86335
Phone: (602) 567-5518

Description of Performance:

Storytelling and folksongs from all over the world as they pertain to our unique American heritage. Her dynamic performances are individually created through music, games, puppets and a wide variety of multi-cultural instruments for your audience. Her stories come alive and provide a delightfully memorable experience.

Fee Plus Mileage:

Negotiable with $45.00 minimum per performance.

Travel Range:

Statewide

Past Performance:

Cottonwood and Camp Verde Public Libraries, kids club and holiday events at Los Abrigados and Telaquepaque in Sedona, Sedona arts Festival, Garlic and Corn festivals and Fort Verde days Camp Verde and Cottonwood Public Schools/Oak Creek and Beaver Creek Public Schools and Yavapai College Elder Hostel.

Contact Person:

Name: Sandra Kale
Address: P.O. Box 1610, Black Canyon City, AZ 85324
Phone:

Description of Performance:

Learning to see the desert in a different way and express it on paper in a drawing or painting. Also has a five day program.

Fee Plus Mileage:

No fee to BCC

Travel Range:

261

Past Performance:

Contact Person:
Name: Mary J. Kelly
Address: P.O. Box 24338, Tempe, AZ 85285

Telephone: (602) 967-4350

Description of Performance:
Participation storytelling for children and adults. Stories from the past and present including African and American folktales. Also gives a one woman performance of Harriet Tubman.

Fee Plus Mileage:

For libraries $150 per hour. No mileage if 50 miles or less round trip

Travel Range:

Arizona, will consider out of State with mileage plus expenses.

Past Performances:
Tempe Public Library, Mesa Public Library, Phoenix School District #1, Yuma Libraries, Florence School District.

Contact Person:
Name: Ronda Kunau
Independent Beauty Consultant for Mary Kay Cosmetics
Address: 2635 S. Los Altos Street
Mesa, AZ 85202-7319

Telephone: (602) 730-8471

Description of Performance:
Teaches proper skin and hair care, proper color and glamour techniques and application for Junior High/High School students and adults, "Before and After" makeovers. Shows video on "Skin Wellness" in the sun.

Fee Plus Mileage:
No fee for 2 hour program. 25¢ per mile outside East Valley.

Travel Range:
Maricopa County

Past Performances:
Mesa Public Library, Dobson Branch Library and East Mesa Branch Library.

Contact Person:
Name: Kathryn Lance (pen name: Lynn Beach)
Address: 3272 N. Glen Creek Dr., Tucson, AZ 85712
Phone: (602) 326-2555

Description of Performance:
Author of *Phantom Valley Series* and hard cover book, *Going to See Grassy Ella*. Will make author visits. Talks about writing process, about plots, and interacts with children. Reads from her books. Books are appropriate for grades 4 through junior high.

Fee Plus Mileage:
Call for information

Travel Range:
Tucson and Southern Arizona

Past Performances:
Tucson schools including Brichta Elementary School, Tanque Verde Elementary School, Fort Lowell Elementary School, Manzanita Elementary School and Mansfield Junior High.

Contact Person:
Name: Cynthia Lukas
Free Lance Writer
Address: 8001 E. Paraiso Drive Scottsdale, AZ 85255
Telephone: (602) 585-6180

Description of Performance:
Creative writing and how to get published by an author or teacher. Free lance writer of novels, keynote speaker at various programs for adults and youths, and teaches workshops in creative writing. Published Young Adult novel, Center Stage Summer for children ages 12- 14 years. Teaches writing at Paradise Valley Community College.

Fee Plus Mileage:
Standard fee for library program is $150 plus expenses, school appearance $200-300/day, educational conferences $250 and up or negotiable depending on circumstances.

Travel Range:
Throughout Arizona if travel expenses are paid

Past Performances:
Taught at seminars and taught writing workshops for adults and young people. Most recent was an adult seminar entitled "How to Write a Young Adult Novel".
Wrote stories that were published in newspapers and magazines, poetry, also published and a novel.

Contact Person:
Name: Luv Clowns, Alice Stewart
Address: 8155 East Crescent Circle, Mesa, AZ 85208-4721
Telephone: (602) 986-7293

Description of Performance:
Variety of programs including walk around magic tricks, face painting, toy balloon sculptures, puppets, ventriloquism, songs, dances, skits and audience participation.

Fee Plus Mileage:
$50/clown for 2 hour program.

Travel Range:
Metro Phoenix area, generally no mileage

Past Performances:
East Mesa branch of Mesa Public Library, Chandler Public Library, Toddler's Inn, Junior Village

Contact Person:

Name: Thomas M. Marcellino
Address: P.C. Box 4498
Phone: (602) 984-6017

Description of Performance:

Gives shows and lectures about reptiles and desert survival. President of the International Venomous Snake Society.

Fee Plus Mileage:

Travel Range:

Past Performance:

Apache Junction Public Library

Contact Person:

Name: Ronald McDonald, c/o Hope Novitsch of Davis, Ball & Colombatto
Address: 40 North Central, Suite. 2210, Phoenix, AZ 85004
Telephone: (602) 256-0998

Description of Performance:

Magic Show, Reading Show, Safety Show. Performs before audience of 75 people or more.

Fee Plus Mileage:

Free

Travel Range:

Arizona

Past Performances:

20 libraries within Arizona including Apache Junction Public Library, Glendale Public Library

Contact Person:

Name: Judy McKinley
Address: 7437 W. Acoma, Peoria, AZ 85381
Phone: (602) 979-4875

Description of Performance:

Storyteller. Programs include, "Many Peoples, Many Places," "Serious Laughter." Some Spanish and Sign as well as English.

Fee Plus Mileage:

$75/40 minutes plus 25¢/mile over 50 miles plus expenses (or meals and lodging provided).

Travel Range:

Arizona

Past Performances:

Cochise County libraries, Peoria Public Library, Peoria School District, Washington School District.

Contact Person

Name: Pris Merlene
Mesa Youth Placement Service
Address: 1025 N. Country Club Drive Mesa, AZ 85201-3307
Telephone: (602) 649-2150

Description of Performance:

Involvement with the community is mostly the result of being a member of the Mesa Chamber of Commerce. On occasion we are asked by a church or civic group to do a presentation to youth in the community. We present workshops in the schools and public libraries upon request in the Mesa Public Schools area. Workshops we present are: job seeking skills, self-esteem and mock interviews. Annually at the main library we coordinate a "Junior High Jitters" workshop for sixth graders and their parents. This workshop helps with the transition of youth from elementary to junior high school.

Fee Plus Mileage:

No charge

Travel Range:

As a result of being funded by the City of Mesa, Department of Economic Security, Mesa Pubic Schools and the United Way we serve those youth who live within the Mesa Public school boundaries. Only on occasion do we serve other youth.

Past Performances:

Provide year round service to youths ages 12-19, service clubs, and community colleges.

Contact Person:

Name: Mesa Winds Woodwind Quintet, Loretta Niebur
Address: 1141 East Montebello Circle, No. 1, Phoenix, AZ 85014
Telephone: (602) 274-2001

Description of Performance:

Quintet consists of flute, oboe, clarinet, bassoon and horn. Group explains their instruments, and they play compositions suitable for age level. If desired, they have children write a composition which they then play. Also performs adult and family concert series.

Fee Plus Mileage:

$450 plus mileage for outside valley; children's events negotiable.

Travel Range:

Arizona

Past Performances:

Mesa Public Library, Glendale Public Library, Green Valley Recreation; Patriot Park Series, Concert series in Tubac and Wickenburg, Out-To-Lunch Concert Series, Mesa.

Contact Person:

Name: Mesa Youth Placement Service
Address: 1025 N. Country Club Drive, Mesa, AZ 85201
Telephone: (602) 649-2150

Description of Performance:

Workshops on job seeking skills, self esteem, junior high success. Holds a workshop for 7th graders in August. Presentations target ages 12-19 years.

Fee Plus Mileage:

Free

Travel Range:
Phoenix Metro area.

Past Performances:

Mesa Schools, Kiwanis, Optimist, Rotary and Lions Clubs, Church groups.

Contact Person:
Name: Gloria Meyers
Address: 715 W. Congress, Tucson, AZ 85745
Telephone: (602) 884-7951

Description of Performance:
Storytelling for children and adults. Audience participation with songs, chants, movement and acting. Mostly African and African American stories.

Fee Plus Mileage:
$100 per 45 to 60 minutes session plus mileage and expenses outside Tucson metro area.

Travel Range:
Arizona

Past Performances:
Mission Pubic Library, tutor/advisor for Tucson Unified School District African American studies.

Contact Person:
Name: Tom Middlebrook
Address: 1387 Meadow Lane, Cottonwood, AZ 86326
Phone:(602) 634-3858

Description of Performance:
Demonstrates and teaches art and cartooning. Age level should be school age and up.

Fee Plus Mileage:
Negotiable

Travel Range:
Verde Valley

Past Performance:
Cottonwood Public Library Summer Reading Program, Mingus Union High School

Contact Person:
Name: Jan Mike
Address: 1118 S. Mann Avenue, Tucson, AZ 85710
Phone: (602) 790-0732

Description of Performance:
Author of *Desert Seasons, Gift of the Nile, Opossum and the Great Firemaker* and cut and color paper doll books about Indians tribes of Arizona. Talks to children for 1st to 6th grades about how to write.

Fee Plus Mileage:
Negotiable plus mileage and expenses

Travel Range:
Tucson area

Past Performances:
Tucson schools, Phoenix Public Library, Panelist Southwest Authors' Conference, and Society of Children's Books and Illustrators.

Contact Person:
Name: Ken Mikell
Address: 1285 Meadow Lane, Cottonwood, AZ 86326
Telephone: (602)634-6464

Description of Performance:
Story singer, folkteller. Performs Western poetry, folklore, and music; Irish poetry folklore and music; Christmas and holiday programs; Dust bowl ballads, regular entertainer on the Arizona Central Railroad.

Fee Plus Mileage:

$200, expenses negotiated

Travel Range:

Have guitar, will travel Arizona

Past Performances:
Coconino Center for Arts, Desert Botanical Gardens, Prescott Folk Festival, Arizona Storytellers Conference, Arizona Cowboy Poetry Gathering, performed for Phoenix Boys Choir, presenter at Yavapai Community College and NAU Elderhostels.

Contact Person:
Name: Dale E. Miller-Society of American Magicians
Address: 2348 Tee Dr., Lake Havasu City, AZ 86403
Phone: (602) 453-1309

Description of Performance:
Magic show geared towards children

Fee plus Mileage:

No program fee - contact for mileage

Travel Range:
Northwest Arizona - contact for information

Past Performances:
Charles C. Royall Memorial Library (Lake Havasu City)

Contact Person:
Name: Warren E. Miller
Address: 106 Ponderosa Park, Prescott, AZ 86303
Telephone: (602) 445-8823

Description of Performance:
Folklorist Performer of American folk music, guitar, banjo, mandolin, autoharp, hammered and mountain dulcimers, vocals,

Fee Plus Mileage:

Travel Range:

Past Performances:

Sharlot Hall Museum, director of project on cowboy lore, 1984-present Sharlot Hall Museum Folk Music Festival, 1983 to present, performer of American folk music, guitar, banjo, mandolin, autoharp, hammered and mountain dulcimers, vocals, 1963 to present; Luthier, self employed, specializing in hand crafted American folk instruments, 1981-1984.

Contact Person:

Name: Leroy H. Mindrup
Bee keeper in Black Canyon City - Victor Kaur
Address: 5609 W. Hazelwood, Phoenix, AZ 85031
Phone: (602) 846-0360

Description of Performance:

Educational program for all ages includes video, poster size photographs, "hands on" with beekeeper equipment, and answer and question period.

Fee Plus Mileage:

No fee to Black Canyon City

Travel Range:

Past Performance:

Contact Person:

Name: Mohave County Agricultural Extension, Jerry Olson
Address: 101 E. Beale St., Kingman, AZ 86401
Phone: (602) 753-3788

Description of Performance:

"Introduction to Photography," "Introduction to Insects."

Fee Plus Mileage:

No program fee, contact for mileage

Travel Range:

Contact for information

Past Performances:

Mohave County Library District, Charles C. Royall Memorial Library (Lake Havasu City)

Contact Person:

Name: Judi Moreillon
Address: 9221 E. Moenkopi Trail, Tucson, AZ 85749
Phone: (602) 749-8359

Description of Performance:

Arizona tales and multicultural folktales. Standard program, 45 minutes. Can speak to an entire school over the course of a day.

Fee Plus Mileage:

$50-$250/day (mileage included)

Travel Range:
Arizona during summer, Tucson area during school year

Past Performances:
Tucson Unified School District, Tucson Public Library

Contact Person:
Name: Mother's Against Drunk Driving (M.A.D.D.), Susan Nusall
Address: P.O. Box 10626, Phoenix, AZ 85064
Phone: (602) 279-2043

Description of Performance:
Video Presentation for 7th - 12th grades, activity books for K-6th grades.

Fee Plus Mileage:
No fee, mileage appreciated.

Travel Range:
Arizona

Past Performance:
Tribal and public school presentations.

Contact Person:
Name: Music Performance Trust Funds; Phoenix Federation of Musicians,
Cindy Taylor, Administrator
Address: 1202 E. Oak St., Phoenix, AZ 85006
Phone: (602) 254-8838

Partially subsidizes performances at libraries and schools.
Will refer to area musicians. Hours: Wednesday and Friday 1-4 p.m.

Contact Person:
Name: Loretta Niebur
Address: 1141 E. Montebello Circle, #1, Phoenix, AZ 85014
Phone: (602) 274-2001

Description of Performance:
Plays clarinet and piano. Interactive program with children.

Fee Plus Mileage:
Call for fee

Travel Range:
Arizona

Past Performances:
Scottsdale Schools

Contact Person:
Name: John Nolander
Address: 2948 Quail Run Dr., Sierra Vista, AZ 85635
Phone: (602) 459-8339

Description of Performance:

Rollicking library programs for children using ventriloquism, magic, comedy and audience participation. The program emphasize the promotion of reading and use of libraries. All props and equipment are provided.

Fee Plus Mileage:

Program length, content and fees negotiable based on performance and library needs. Travel fees negotiable.

Travel Range:

Will travel as far north as Phoenix

Past Performances:

Sierra Vista Public Library, Copper Queen Library, Nogales Library, Tubac Library, Rio Rico Library, Benson Library, Douglas Library, Sierra Vista elementary schools, Willcox schools, Gaslight Theatre in Tucson.

Contact Person:

Name: Tony Norris
Address: 9475 Doney Park Lane, Flagstaff, AZ 86004
Phone: (602) 526-6684

Description of Performance:

Storyteller. Programs for children and adults that utilize song, story and poetry. Subjects include Arizona history and characters, cowboy stories, songs and poetry, folk tales and personal stories.

Fee Plus Mileage:

$100-$175 single concert appearance. Additional performances or workshops negotiable.

Travel Range:

Arizona

Past Performances:

Sharlot Hall Folk Festival, Encanto Park Folk Festival, National Cowboy Poetry Gathering, Elko, Nevada., various Arizona school systems

Contact Person:

Name: Northern Arizona Storytellers, Rico Moreno, Pres. or Grace O'Dair, Programs
Address: 1125 Shullenbarger Dr., Flagstaff, AZ 86001 (Grace O'Dair)
Phone: (602) 774-4187 (Grace O'Dair), (602) 773-8356 (Rico Moreno)

Description of Performance:

Numerous individual storytellers whose repertoires and prices vary. Subjects include Arizona history, children's stories, fantasy, English and Irish folk tales, holidays and religious stories.

Fee Plus Mileage:

$35-$50 for an individual plus mileage and expenses (45 minutes program)

Travel Range:

Primarily Northern Arizona

Past Performances:

Flagstaff Public Library, Williams Public Library, Coconino Center for the Arts.

Contact Person:
Name: Remi Ogunsile
Address: 6135 W. Berkeley, Phoenix, AZ 85035
Telephone: (602) 247-4854

Description of Performance:
Traditional African Story Telling: Animals/Domestic/Morals

Fee Plus Mileage:
$150 plus Lodging and Transportation

Travel Range:
Anywhere

Past Performances:

Contact Person:
Name: Steve Parker
Address: 5212 S. Smith Street, Spokane, WA 99223
Phone: (800) 771-4441

Description of Performance:
Cartooning workshops for children.

Fee Plus Mileage:
$185 first hour. More than one group, $150.

Travel Range:
Will travel to Arizona if group of libraries can arrange multi-programs.

Past Performance:
Scottsdale Public Library, Mesa Public Library.

Contact Person:

Name: Debra Pasquerette, Director
Todd Cerveris - Assistant
Positive Force Players
Address: 5651 N. Seventh Street, Phoenix, AZ 85014
Telephone: (602) 277-7526

Description of Performance:
Designed to educate teens listening to teens on critical issues (drugs, alcohol abuse, drinking and driving, relationships and communication, sexual responsibility, pressure, suicide, etc.) All of the scripts are written and performed by teen players. Presented in a dramatic format intended for audiences ranging from 6th grade to college level although the program is intended more for teens. Holds workshops with performances that lasts an hour for an audience no larger than 75. Performs regularly for schools, social service organizations, churches and synagogues, city and state education programs.

Fee Plus Mileage:
Based on program selection plus travel expenses outside the metropolitan area. Call for fee quote.

Travel Range:
If out of the metropolitan area must call for booking of no later than 1 month from date of performance, preferably sooner.

Past Performances:
Reached over 25,000 people last season performing critical issues affecting today's youth. Received several awards including a Rocky Mountain Emmy Award and ACE award for cable excellence for their work on the television show "Video High".

Contact Person:
Name: Kenny Perez
Address:
Phone:

Description of Performance:
Wu Shu the Chinese "Art" of Self Defense.

Fee Plus Mileage:
Negotiable; grants available through the Arizona Arts Commission.

Travel Range:

Past Performance:
Dobson Ranch Branch, Arizona Opera, Martin Luther King Day Breakfast.

Contact Person:
Name: Phoenix Zoo, Education Department, Ken Ryan, Zoomobile
Address: 455 N. Galvin Parkway, Phoenix, AZ 85008
Phone: (602) 273-1341

Description of Performance:
Shows how to create a wild life habitat and water system for birds, bats and butterflies around the home.

Fee Plus Mileage:
Free

Travel Range:
Summer programs in Maricopa County; goes outside the county during the school year.

Past Performance:
Mesa and Phoenix Parks and Recreation Programs, schools across the state; Tempe Public Library.

Contact Person:
Name: Leticia Pizzino, Storyteller
Address: 3074 W. Linton Drive, West Jordan, UT 84088-4632
Phone: 1-800-669-7533 (brochure, reviews, and references sent upon request)

Description of Performance:
Leticia enhances her storytelling with songs and music. She chooses age appropriate material from her repertoire to suite the occasion. She has a variety of material, which may be of interest to those participating in the "Pandamonium" theme, including her animal stories and folk tales from China.

Fee Plus Mileage:
$50 for 45 minutes. This is simply a suggested fee and length which can be adjusted to fit individual budgets and needs. Discount rates available for two or more programs.

Travel Range:

Leticia is willing to travel throughout the state. She will schedule programs during one of her regular visits to the area. She will also make a special storytelling trip to Arizona if a cooperative effort is made among libraries for the purpose of scheduling a number of performances within the same time period.

Past Performance:

Throughout the West, including libraries, schools, bookstores, churches, parties, workshops, the Utah State Fair and the Timpanogos Storytelling Festival. She regularly tells and emcees at this, one of the premier storytelling events in the nation!)

Contact Person:

Name: Steve Prchal, Sonoran Arthropod Studies
Address: P.O. Box 5624, Tucson, AZ 85703
Phone: (602) 883-3945

Description of Performance:

Educational programs focusing on insects, arachnids and other arthropods. Programs utilize models, graphics and living arthropods.

Fee Plus Mileage:

$100 per day plus mileage.

Travel Range:

Southern Arizona, including Phoenix area.

Past Performance:

Tucson area: local school districts, day care centers, after school programs, summer day camps.

Contact Person:

Name: Presto Magic Studio, Barry Schor
Address: 1550 E. University, Suite R, Mesa, AZ 85203

Telephone: (602) 464-4518

Description of Performance:

Professional magician specializing in family entertainment. Teaches magic to school age children ages 6-12 years in **one time two hour class.** Performs at parties, banquets, fund raisers, Bar Mitzvahs, conventions.

Fee Plus Mileage:

Cost per student $4.00 (for classes). Library programs negotiable

Travel Range:

Arizona

Past Performances:

Glendale Community College, Washington School District, Apache Junction Public Library, Chandler Public Library, Scottsdale Public Library, Jewish Community Center, Mesa Public Library

Contact Person:

Name: Pro-Impact Stunt Team, Lance Lyons
Address: 917 West Laguna Drive. Tempe, AZ 85282
Telephone: (602) 858-0211

Description of Performance:

Bicycle-Skateboard-Rollerblade demonstration. Needs parking lot or basketball court sized area. The "Thrill Speakers" gain audience attention then speak on drugs resistance, goal setting, and staying in school.

Fee Plus Mileage:

$525, $650. There are several show packages. Price depends on number of people performing, number of ramps used.

Travel Range:

Arizona

Past Performances:

Over 100 school assemblies and entertainments.

Contact Person:

Name: Project Prevention & Project Prevention Posse, Brooke Andrews
Address: 1520 W. Warner Road, #106-151, Gilbert, AZ 85233
Phone: (602) 256-1985
FAX: (602) 278-0393 Mobile: (602) 501-4145

Description of Performance:

Live, audience-interactive performances for pre-school to 12th grade. Select any five of these plays for a full day of performances: *Sensitive, non-threatening, with costumed animal characters*
Say No & Tell: Child & Sexual Abuse Prevention (grades pre-school - 4)
We Still Love You: Self-esteem building, discourage "wanna-be" gang membership (grades pre-school - 4)
Play It Safe, Say No: Drug/Alcohol Use Prevention (grades pre-school - 4) *Hard-hitting, realistic docu-dramas*
It Could Never Happen To Me: AIDS & Teen Pregnancy Prevention (grades 4-12)
Last Call: Drug/Alcohol Use Prevention (grades 4-12)
Voices: Youth Gang Involvement/Recruitment Resistance (grades 4-12)
Also available:
- Munding's Magic: firefighter Howard Munding presents magic shows that entertain and teach fire safety, substance abuse prevention and gang resistance.
- Summer/After School Impact: One week programs that teach basic theatre skills (character analysis, improvs, situational analysis) to help students (grades 4 to 7) develop refusal skills, crime awareness and the ability to resolve conflicts in a positive manner. *All programs incorporate drop-out prevention messages.*

Fee Plus Mileage:

Maricopa County $950 per day (select up to five plays) or $350 day for Munding's Magic. Negotiable outside Maricopa County. Summer/After School Impact negotiable.

Travel Range:

Arizona. Out of state possible.

Past Performance:

Project Prevention plays have had a positive impact on more than 600,000 Arizona & New Mexico youths since the Project began performing in 1984.

Munding's Magic has served more than 144,000 students in less than 3 years. Summer Impact "94 provided nearly 600 students with basic theatre skills and positive role models.

Contact Person:

Name: Puppet Pizzazz, Joy Wade
Address: 1405 E. 3rd Pl, Mesa, AZ 85203
Phone: 602/833-5577

Description of Performance:

Repertoire includes various puppet shows with marionettes. Theme shows, seasonal shows, birthday shows and custom shows for groups 5-250. **HAS PANDAMONIUM SHOW.**

Fee Plus Mileage:

Negotiable

Travel Range:

Arizona

Past Performances:

Glendale Public Library, Mesa Public Library, Coolidge Public Library, Tempe Public Library, Mustang Branch of Scottsdale Public Library, Fountain Hills Branch of Maricopa County Library.

Contact Person:

Name: Quintessence Chamber Ensemble, Jill Mardemess
Address: P.O. Box 56642, Phoenix, AZ 85079
Phone: (602) 483-9430

Description of Performance:

Woodwind quintet performs for children. Program include "Let Us show You," "Just Imagine," "Take Me to the Zoo." Integrates music with science, math and art. Demonstrates instruments.

Fee Plus Mileage:

Available upon request

Travel Range:

Arizona

Past Performance:

Kerr Cultural Center, various public schools

Contact Person:

Name: Lynda Riell
Address: 638 S. Camino Seco, Tucson, AZ 85710
Phone: (602) 298-5064

Description of Performance:

Storyteller. Tells folktales from Europe, and Southwest Indian legends. Specializes in fabric arts, loom and other crafts.

Fee Plus Mileage:

Fee varies with group, plus mileage and expenses.

Travel Range:

Arizona during summer, Pima County during school year

Past Performances:

Craft and period stories at Old Pueblo Museum, Tucson; Native American presentation at Bear Canyon Library.

Contact Person:

Name: Martin Juan Rivera, Sr.
Address: 1226 S. Bristol, Tucson, AZ 85713
Phone: (602) 544-4533

Description of Performance:

Storyteller. Tells stories from the Southwest, Native American tales, and scary stories. Spanish/English

Fee Plus Mileage:

$50/hour with a two (2) hour minimum, plus 30¢ per mile expenses.

Travel Range:

300 miles

Past Performances:

Tolleson Public Library, Littleton School District, Liberty School District, Nogales Public Library, Cochise County Public Library, Gilbert School District, Tucson Unified School District #1, Tucson -Pima Library, Sunnyside School District #12.

Contact Person:

Name: "Loca Rosa" a.k.a. Tish Dvorkin
Address: 8043 East Irwin Avenue, Mesa AZ 85208
Telephone: (602) 986-6016

Description of Performance:

"Loca Rosa" appears in costume, plays guitar, lute and balalaika and sings songs from around the world. Her repertoire includes ethnic, folk, old time favorites, standards, pop, rock, blues, country, show tunes, comedy and original songs. She sings in many languages which include Yiddish, Hebrew, Russian, Spanish and French as well as English, Irish and Scottish songs. Programs designed for children, families or adults.

Fee Plus Mileage:

Inside greater Phoenix area (50 mile radius) fees range from $100 to $400+. Outside greater Phoenix area fee negotiable with mileage 25¢ per mile less first 50 miles each round trip; food/lodging, $60 per day.

Travel Range:

Anywhere

Past Performances:

East Mesa Branch of Mesa Public Library, Renaissance Festival, Scottsdale Arts Festival, Gilbert Public Library

Contact Person: Kenneth N. Ryan, Zoomobile Naturalist
Name: The Phoenix Zoo
Address: 455 N. Galvin Parkway in Papago Park, Phoenix, AZ 85008-3431
Phone: (602) 273-1341, Ext. 7338

Description of Performance:
Title is "Working for Wildlife." Suitable for children grade 4 and up or adults. Unsuitable for younger than grade 4. Shows how to develop backyard/schoolyard habitats for native wildlife. Uses live animals plus slides.

Fee Plus Mileage:
No fees

Travel Range:
Tempe Public Library, Litchfield Park Library, Surprise Library.

Past Performance:

Contact Person:
Name: Jeffrey Sadow, Creative Arts Specialist
Address: 8413 E. Wilshire Dr., Scottsdale, AZ 85257
Phone: (602) 990-8605

Description of Performance:
Multiethnic storytelling with music and instruments. Flexible and will adapt to needs of libraries.

Fee Plus Mileage:
Negotiable

Travel Range:
Loves to travel Arizona

Past Performances:
Glendale Public Library, Scottsdale Public Library, Arizona Library Association, Sierra Vista Public Library, Apache Junction Public Library, Prescott Public Library.

Contact Person:
Name: Joan Sandin
Address: 2340 E. 4th St., Tucson, AZ 85719
Phone: (602) 881-4481

Description of Performance:
Author/Illustrator of *Danny and Snowshoe Thompson* and *The Long Way* series about a Swedish family's immigration; illustrated the *I Can Read* series. Translated the Linnea books from Swedish to English. Prefers small groups. Workshop type presentation: Traces a book from idea to finished product. Audience participation. Author/Illustrator of *Bearly in the Picture;* illustrated a reissue of Nathaniel Benchley's *Small Woof.*

Fee Plus Mileage:
45 minute presentation starts at $300; travel time, mileage and expenses to be negotiated. Suggests two or more libraries cooperate in scheduling her.

Travel Range:
Arizona

280

Past Performances:

Schools, teacher's and librarian's conferences, speaker at Arizona State Library Association and the International Reading Association Regional Conference.

Contact Person:

Name: Dick Schick
Address: 1869 North Ellis, Chandler, AZ 85224-7810
Telephone: (602) 838-1608, (W) (602)838-4043

Description of Performance:

Marionette show and magic show. Uses an anti-drug theme. Marionettes do tricks (Vaudeville). Lots of audience participation.

Fee Plus Mileage:

$200 1st show, price is adjusted for additional shows.

Travel Range:

Arizona

Past Performances:

Chandler Public Library, Phoenix Public Library, Tempe Public Library, Gilbert Public Library, major fairs in State.

Contact Person:

Name: Mimi Schlicht
Address: 1414 W. Keats Mesa, AZ 85202
Telephone: (602) 730-1230

Description of Performance

Video presentation. "Child Care and Accident Prevention Class". American Red Cross Certified Baby-sitting Courses, teaches water, fire and personal safety; baby-sitting responsibilities and child care. Class is 8 hours and maximum attendance is 15.

Fee Plus Mileage:

Negotiable. Red Cross has fee which they will bill the library.

Travel Range:

Open (Negotiable)

Past Performances:

She has given this same class for Scottsdale Parks & Recreation, Mesa Parks & Recreation, Mesa Public Schools, Dobson Ranch Association, Girls Scouts, Bethany Community Church, and various other organizations.

Contact Person:

Name: Susan Seats
Address: 4554 E. Paradise Village, Parkway North, Phoenix, AZ 85032
Telephone: (602) 996-4363

Description of Performance:

Performs magic tricks, close-up magic tricks, teaches magic to children ages 3 and up, teaches self-esteem and creativity skills through magic and can make balloon animals.

Fee Plus Mileage:

Charge $45-$50, negotiable for 45 minute program.

Travel Range:

Phoenix metropolitan area. Will go to out of town locations provided they reimburse mileage.

Past Performances:

Has done volunteer shows at schools and nursing homes; taught coping skills at schools; and performed on the Jerry Lewis MDA, Illinois Chapter telethon in 1987.

Contact Person:

Name: Murray Shaw
Address: 3601 North 5th Avenue, #106, Phoenix, AZ 85013
Telephone: (602) 264-5261

Description of Performance:

Author of condensed Sherlock Holmes stories for children. Presents humorous Holmes to children 9 years and older (3rd - 6th grade). Will present book talks.

Fee Plus Mileage:

$100. No mileage in Metro Phoenix area.

Travel Range:

Greater Phoenix; Mesa; Chandler

Past Performances:

30 schools.

Contact Person:

Name: Elaine Smith
Address: 1417 E. Kramer Street, Mesa, AZ 85203
Phone: (602) 962-4908

Description of Performance:

Teaches manual alphabet and basic vocabulary in sign. Will do a demonstration by teaching participants to sign a song. Will teach classes of 2 hours for 6 weeks; maximum of 7-10 students per class.

Fee Plus Mileage:

$25 for a demonstration; $10 per students for 6 week class.

Travel Range:

East Valley

Past Performance:

Leads a signing club at Aguilar Elementary School in Tempe and serves as an interpreter for the hearing impaired there.

Contact Person:

Name: Smokey the Bear, Woodsy the Owl-U.S. Forest Service, Coconino National Forest, Bill Krushak
Address: Peaks Ranger Station, 5010 N. Hwy. 89, Flagstaff, AZ 86004
Phone: (602) 526-0866 or 527-8229. Call between 7:30 - 4:30 , Monday through Friday.

Description of Performance:

Smokey the Bear and puppets present programs on camping safety and fire prevention. 30 minute program for preschool through 3rd grade.

Fee Plus Mileage:
No fee; mileage may be required

Travel Range:
Greater Flagstaff area only

Past Performances:
Flagstaff Public Library

Contact Person:
Name: Society for Creative Anacronism
Alan Shaw, State Coordinator
Address: P.O. Box 317 Mesa, AZ 85211
Telephone: (602) 962-6355

Description of Performance:
Presentation of arts/crafts/sciences of the middle ages.

Fee Plus Mileage:
Free to local libraries/schools

Travel Range:
Local groups. Mr. Shaw can put you in contact with a group in your area.

Past Performances:
Mesa Public Library, Charles C. Royall Memorial Library, Chandler, Phoenix, Mesa, Scottsdale Elementary, Middle and High Schools.

Contact Person:
Name: Southwest Brass, Russ Plylar
Address: 2311 W. Windrose Drive, Phoenix, AZ 85029
Phone: (602) 997-9981 FAX: (602) 997-9982

Description of Performance:
You will find that our 3 concert/slide show offerings are perfect for any size performance room. Titles are *Jurassic Brass, Music from Outer Space,* and *Save the Earth.* Each show contains unique descriptive music, performed by 2 live trumpeters and synthesized sound track, entertaining and interactive narration, as well as engaging slides obtained from museums, NASA, and various national parks and state agencies. The shows are flexible in length and can last from 25 minutes to 40 minutes. These shows are very effective for pre-school - 6th grade and their families. All three of these shows work well to stimulate interest in reading about dinosaurs, astronomy, and the environment.

Fee Plus Mileage:
$250 + 25 cents a mile outside of Phoenix area (shows booked before 10/1/94 are $195)

Travel Range:

Statewide and regional

Past Performance:
Phoenix Public Library System - all branches, Scottsdale Public Libraries - various, Glendale Public Library, Mesa Public Libraries - main branch, East Mesa Branch, Dobson Branch

Contact Person:

Name: Alice Span
Alice and Buddys'
Address: 4901 E. Holly d2, Phoenix, AZ 85008
Phone: (602) 275-3091

Description of Performance:

Professional clown clowning for 12 years with puppets and doing magic. Alice the clown and her troupe of friendly little dogs, chickens, rabbits, turtles, parrots, and other small animals have performed for children for over a dozen years. Teaching approximately 6 years.

Fee Plus Mileage:

$100 - $135 weekdays; $150 weekends for 1 hour +, one or two shows back to back. $10 - $25 extra for very distant areas.

Travel Range:

Metro Phoenix area

Past Performance:

specialties - birthdays, preschools, libraries

Contact Person:

Name: John Stansfield
Address: P.O. Box 588, Monument, CO 80132
Telephone: (719) 481-3202 or (800) 484-6963, ext. 8253

Description of Performance:

Professional storyteller with 15 years experience offering entertaining programs of world folklore, ballad, Western history and literature for children and adults. Workshops and courses in storytelling also offered.

Fee Plus Mileage:

$150 to $300/day, depending on the number of programs, plus travel expenses. Call for workshop fees and information. Discounts for multiple day/library bookings.

Travel Range:

Have stories, will travel

Past Performances:

Arizona Library Association, Glendale Public Library, National Council of Teachers of English, Yellowstone Park staff, Rocky Mountain Storytelling Festival, Outward Bound.

Contact Person:

Name: Starlight Planetarium Productions, Brian DeWelles
Address: 7406 W. Paradise Dr., Peoria, AZ 85345
Phone: (602) 486-0102

Description of Performance

Informative and entertaining sky show put on with professional equipment at your location. Brings own video projection system and portable planetarium dome. Shows can be designed for any age group.

Fee Plus Mileage:

$49.50 for 45 minute show, each additional show on the same day $39.50 per show.

Travel Range:
Arizona

Past Performances:
Apache Junction Public Library, Phoenix Public Library System, Maricopa County Library branches.

Contact Person:
Name: Michael Steele
Address: 180 Verde Street, #324, Clarkdale, AZ 86324
Phone: (602) 634-7985

Description of Performance:
45 minute show consisting of magic illusion, professional yo-yo demonstration, juggling, and live music (he plays the flute).

Fee Plus Mileage:
Minimum: $100

Travel Range:
Northern Arizona, no further South than Phoenix.

Past Performances:
Glendale Public Library, Peoria Public Library, Cottonwood Public Library, Sedona Public Library, Camp Verde Public Library

Contact Person:
Name: Susan Steere
Address: P.O. Box 1508, Tucson, AZ 85702
Phone: (602) 792-2698

Description of Performance:
Author/Illustrator of children's book, *Reef and the Wrasse* and *Pangaea*. Some Spanish.

Fee Plus Mileage:
No fee, mileage and expenses only.

Travel Range:
Arizona

Past Performances
Tanque Verde School-Tucson

Contact Person:
Name: Story Peddlers: Judy McKinley and Linda Harper
Address: 7437 W. Acoma Dr., Peoria, AZ 85381
Phone: (602) 979-4875

Description of Performance:
Twice the Tales, storytelling. Multicultural stories, environmental stories and just plain fun stories.

Fee Plus Mileage:
$75 for 40 min. program, plus $.25 per mile over 50 miles plus expenses (or meals/lodging provided)

Travel Range:
Arizona

Past Performances:
Havasu City School District, Mingus Mountain Storytelling Conference, Washington School District (Phoenix)

Contact Person:
Name: String Sounds, Susan Smith
Address: 3944 East Oak Street, Phoenix, AZ 85008
Telephone: (602) 275-7790

Description of Performance:
String quartet. They play music around a theme that combines children's books with music; for example, *Books That Make Us Laugh*. Uses props including poster illustration for each book.

Fee Plus Mileage:
Mileage and expenses included in fee and calculated by Music Performance Trust Fund.

Travel Range:

Anywhere in Arizona, unless too far to be cost effective.

Past Performances:
Chandler Public Library, Apache Junction Public Library, Prescott Public Library, Miami Memorial Library, Globe Public Library

Contact Person
Name: Stan Tang
Address: 5201 N. 24th Street #105 Phoenix, AZ 85016
Phone: (602) 553-8166

Description of Performance
Free lance Illustrator and Cartoonist. Will teach techniques on cartooning, illustration, and basic drawing

Fee Plus Mileage:
Cost of drawing materials per student

Travel Range:
Phoenix metropolitan area

Past Performances:
Taught after school classes for latch-key kids at Hopi Elementary School. Also given cartooning workshops in Mesa and California

Contact Person:
Name: Libba Tracy
Address: 9808 North 39th Street, Phoenix, AZ 85028
Telephone: (602) 996-7810

Description of Performance:
Illustrator of children's literature including *This House is Made of Mud, Building a Bridge, It Rained on the Desert Today* (1994).

Fee Plus Mileage:
Negotiable for 45 minutes to 60 minutes talk and workshop enhancing a child's ability to interpret a story into imagery.

Travel Range:
Phoenix area

Past Performances:
Apache Junction Public Library, Phoenix area schools

Contact Person:
Name: Ed Tunstall
Address: 2320 W. Palomino Drive, Chandler, AZ 85224
Phone: (602) 963-8125

Description of Performance:
Lecture and Exhibits of Reptiles

Fee Plus Mileage:
A donation to the Arizona Herpetological Association is appreciated.

Travel Range:
Metro Phoenix

Past Performance:
Palo Verde Library, Mesa Public Library, Kyrene school, Tempe Children's World, Mesa, Chandler Public Library

Contact Person:
Name: Tammy Vaughter
Address: 6198 East River Run Drive, Cottonwood, AZ 86326
Phone: Work (602) 634-9796 or Home (602) 646-6281

Description of Performance:
Will bring and show a selection of exotic and unusual pets and teach the children about them. In some cases they will be able to pet the animals.

Fee Plus Mileage:
Mileage only

Travel Range:
Within 60 miles of Cottonwood

Past Performance:
Cottonwood Public Library Summer Reading Program, Cottonwood Public Schools and Day Care facilities, Black canyon city community Library, Sedona Public Library, Prescott Public Library.

Contact Person:
Name: Phyllis Vogelsong
Address: 5729 W. Purdue Circle, Glendale, AZ 85302
Phone:(602) 934-4206

Description of Performance:
Special needs focused puppet show for school aged children. The Kids On the Block is a troupe of puppets whose purpose is to help school age children understand the special needs of those around them. Many of the puppets face such challenges as blindness, leukemia and mental retardation.

Fee Plus Mileage:
Donation $35

Travel Range:
City of Phoenix in proper

Past Performance:
Local schools and libraries.

Contact Person:
Name: Allan Wade
Address: 848 E. Vine, Mesa, AZ 85204
Phone: (602) 962-4426

Description of Performance:
Assisted by family members, he presents shows of parlor magic or illusions for small groups.

Fee Plus Mileage:
$80 for 30 minute show. Mileage is negotiable.

Travel Range:
Metro Phoenix area

Past Performance:
Summer programs in Casa Grande and Coolidge; Mesa, Tempe and Chandler public schools.

Contact Person:
Name: Margie Walsh
Mesa Youth Placement Service
Address: 1025 N. Country Club Drive, Mesa, AZ 85201
Phone: (602) 649-2150

Description of Performance:
Workshops on job seeking skills, self esteem, junior high success. Holds a workshop for 7th graders in August. Presentations target ages 12-19 years.

Fee Plus Mileage:
Free

Travel Range:
Phoenix Metro area.

Past Performance:
Mesa Schools, Kiwanis, Optimit and Lions Clubs.

Contact Person:
Name: Mariana Warner
Address: 25 Concho Way, Sedona, AZ 86351
Phone: (602) 284-2384

Description of Performance:
Two-hour Experiencing Poetry workshops, for high school students or adults, with reading of poetry and participation by workshop attendants. (Only if desired and requested and appropriate to the setting, book sales and signing could be offered.)

Fee Plus Mileage:

$50 per two-hour workshop for Verde Valley area and as far from Sedona as Prescott and Flagstaff. For more distant Arizona sites, the fee is $300 per two-hour workshop.

Travel Range:

Anywhere in Arizona (north of Sedona in summer, south in winter)

Past Performances:

Include poetry readings at The Book Loft in Sedona, at meetings and conducting three two-hour workshops for high school students at the Sedona Public Library. Published poet (over 30 poems in small literary quarterlies, including *Midwest Poetry Review* and a book, *A Little Bit of Poetry is a Dangerous Thing* published in 1994). Editor of Sandcutters, the poetry quarterly of the Arizona State Poetry Society. Master's degree in Human Development (Education). Attended poetry workshops led by Prominent poets Charles Levendowsky, Rita Magdelena, Michael Bujega, and others. Poetry picture book for children in progress.

Contact Person:

Name: Fran Weissenberg
Address: 3041 N. Willow Creek Drive, Tucson, AZ 85712
Phone: (602) 881-5827

Description of Performance:

Author of *The Streets are Paved with Gold,* the story of an immigrant growing up in the melting pot of Brooklyn. Articles about bibliotherapy. Speaks to children and adults. Received the Sidney Taylor Award from the Association of Jewish Libraries.

Fee Plus Mileage:

Fee negotiable.

Travel Range:

100 mile radius from Tucson

Past Performances:

Copper Creek School (Tucson), Pima Retired Teacher's Association, Synagogues

Contact Person:

Name: We're Storytellers, Russell Mann
Anna Del Paxton
Address: 502 South Verde, Flagstaff, AZ 86001
Telephone: (602) 774-5669

Description of Performance:

Multicultural and bilingual stories and songs for audiences of all ages.

Fee Plus Mileage:

One hour concert, $150 plus 25¢ per mile/$95 per diem. Will negotiate!

Travel Range:

Statewide

Past Performances:

Mesa Public Library, Albuquerque Public Libraries, 90 schools in Arizona, Colorado, Utah and Nevada.

Contact Person:

Name: Gene Williams
Creative Associates
Address: 19333 E. Ocotillo Road Queen Creek, AZ 85242
Telephone: (602) 987-3665

Description of Performance:

Creative writing and how to get it published. Teaches students by analyzing a story to improve their writing skills and write as well as the professionals. Holds seminars and teaches workshops. Also has a business that does videos, art, designs, topography, and printing, and can instruct in these areas.

Fee Plus Mileage:

Negotiable, depending on the occasion.

Travel Range:

Phoenix Metro area preferred.

Past Performances:

Held after school programs at libraries for students on improving their writing skills. Conducted seminar at Mesa Public Library.

Contact Person:

Name: John Williams
Address: P.O. Box 2207, Chino Valley, AZ 86323-2207
Phone: (602)636-0651

Description of Performance:

Educational Entertainment Experiences for children. He plays guitar and does sing-along getting the children involved in the music.

Fee Plus Mileage:

Negotiable

Travel Range:

Anywhere in Arizona

Past Performance:

Cottonwood Public Library, Prescott Public Library, Pioneers Home in Prescott, Charly's in Flagstaff, Fiddler's Dream in Phoenix, Thirsty Ear in Chino Valley, Phoenix Public Library.

Contact Person:

Name: Janet Winans
Address: 1108 Mohave Avenue, Parker, AZ 85344
Phone: (602) 669-6578

Description of Performance:

Reads poetry, her own and others selected to fit the specified theme. Will discuss the process of writing her experience and the creative process. Exercises in creative writing can be part of the program if desired.

Fee Plus Mileage:

Workshop $50, Lecture $75, Performance $75.

Travel Range:

Arizona

Past Performance:
Public schools in Tucson, Phoenix and White River, Arizona

Contact Person:
Name: Woodsy the Owl-U.S. Forest Service, Coconino National Forest, Christina McKerracher
Address: 2323 E. Greenlaw Lane, Flagstaff, AZ 86004
Phone: (602) 527-3600

Description of Performance:
Woodsy the Owl presents programs on environmental awareness and litter prevention.

Fee Plus Mileage:
No fee; mileage may be required

Travel Range:
Northern Arizona only

Past Performances:
Flagstaff Public Library

Contact Person:
Name: Yo Yo Clown, William B. Stokes
Address: 300 W. Apache Trail, Apache Junction, AZ 85220
Phone: (602) 671-1726

Description of Performance:
Teaches yo yo skills, performs as "Billy the Clown," creates balloon sculptures

Fee Plus Mileage:
$15.00 for teaching yo yo skills and $1.00/yo yo.

Travel Range:
Arizona

Past Performance:
Apache Junction Chamber of Commerce

Contact Person:
Name: David Zacarte
Address: 11600 Parkcenter, Mira Loma, CA 90650
Phone: 800) 978-0541, (909) 341-8718, FAX: (909) 681-6935

Description of Performance:
Comic, ventriloquist, magician. Professional children's or family shows, will bring lighting and sound system. Will adapt show to requested theme.

Fee Plus Mileage:
$175 for one show, $225 for two shows on same day. Discount available for multiple shows at various libraries.

Travel Range:
Anywhere

Past Performance:
Florence Public Library, Casa Grande Public Library

RESOURCE - PEOPLE

INDEX

NAME	CATEGORY	PHONE	PAGE
Abbott, John	Story Teller	956-9691	155
Abdul-Halim, Fatimah	Story Teller	230-0797	155
Accent Entertainment	Variety Acts	967-7676	155
Aces Entertainment	Clowns, Variety Acts	956-5102	155-156
Allen, Penny	Nature	982-6376	156
Aloha Hoomalimali, Alice Stewart	Dancers	986-7293	156
American Heart Association	Health & Safety	453-2616	157
Anderson, Dorothy Daniels	Story Teller	957-0462	157
Arboretum of Flagstaff	Arts & Crafts, Nature	774-1441	157
Arguello-Sheehan, Ruthmarie and Brendan A. Curtin	Story Tellers	972-861 9	158
Arizona Children's Theater	Drama	881-2101	158
Arizona Historical Society	History	929-0292	158
Arizona Museum of Science & Technology	Museums, Science	256-9518	159
Baily, Judy	Health & Safety		159
Benally Berta	Dancer	527-1041	159-160
Berra, Lori	Health & Safety	374-5205	160
Betz, Kimberly	Magicians	835-6340	160
Bevill, Lynn	Story Teller	882-8887	160-161
Brogan, Tommie	Story Teller	249-2467	161
Buchanan, Ken or Debby	Authors, Creative Writing	398-9665	161
Bureau of Land Management	Nature	855-8017	161-162
Cabat, Ernie Studio	Magical World of Animals Programs	622-6362	162
Coconino County Health Dept.		779-5164	162
Coconino County Sheriff's Dept.	Health & Safety, Nature	774-4523	163
Cole, Judith	Author, Creative Writing	886-1410	163
Conway, K.	Nature	284-1074	163
Corl, Susan	Arts & Crafts	394-2926	164
Crompton, Steve	Illustrator	945-4965	164
Cunningham, Keith	Folklorist	523-4420	164
DJ the Clown	Clown	437-8123	164-165
Detter, Jill	Story Teller	h-274-8076 w-262-6582	165
Doyle, Don	Story Teller	833-3013	165
Dreams Unlimited Story Telling Service, Diane Winslow	Story Tellers	742-0662	166
Education Dept. of Planned Parenthood	Health & Safety	265-2495	166
Estes, Paul W.	Magician	257-4261	166
"Fiddlin" Sol Rudnick	Musician	277-0237	167

NAME	CATEGORY	PHONE	PAGE
Flagstaff Baseball Card Shop	Hobbies	779-6035	167
Flutterbys Puppets	Puppeteers	246-4043	167-168
Folksteppers, Alice Stewart	Dancers	986-7293	168
Freeman, Dennis R.	Story Teller	465-7791	168
Friberg, Alicia, Larry	Nature	848-6691	168-169
Gerard, Bert ("Doc")	Story Teller	893-8951	169
Good Neigh Bear, Terri Bowers	Health & Safety	784-3160	169
Great Arizona Puppet Theater, Nancy Smith	Puppeteers	277-1275	169-170
Hale, Anna W.	Author	577-3112	170
Handke, Sue for Danny	Cartoonist	991-3131	170-171
Harmon, Julie	Sign Language	983-3324	171
Heard Museum	Museum	252-8840	171
Lt. Richard Herlocker, BCC Sheriff's Posse	Arts & Crafts	374-9672	171
Howard, Rich Entertainment	Variety Acts	945-9193	172
Kaiser, Virginia	Story Teller	567-5518	172
Kale, Sandra	Nature		172-173
Kelly, Mary J.	Story teller	967-4350	173
Kunau, Ronda	Personal Improvement	730-8471	173
Lance, Kathryn	Author, Creative Writing	326-2555	173-174
Lukas, Cynthia	Author, Creative Writing	585-6180	174
Luv Clowns, Alice Stewart	Clowns	986-7293	174-175
Marcellino, Thomas M.	Nature	984-6017	175
McDonald, Ronald	Clown, Variety Acts	256-0998	175
McKinley, Judy	Story Teller	979-4875	175-176
Merlene, Pris	Personal Improvement	649-2150	176
Mesa Winds Woodwind Quintet, Loretta Niebur	Musicians	274-2001	176-177
Meyers, Gloria	Story Teller	884-7951	177
Middlebrook, Tom	Art/Cartooning	634-3858	177
Mike, Jan	Author, Creative Writing	790-0732	177-178
Mikell, Ken	Musician, Story Teller	634-6464	178
Miller, Dale E.	Magician	453-1309	178-179
Mindrup, Leroy H.	Nature	846-0360	179-180
Mohave County Agricultural Extension, Jerry Olson	Hobbies, Nature	753-3788	179
Moreillon, Judi	Story Teller	749-8359	179-180
Mother's Against Drunk Driving (M.A.D.D.)	Health & Safety	279-2043	180
Music Performance Trust Fund	Musicians	254-8838	180
Niebur, Loretta	Musician	274-2001	
Nolander, John	Variety Acts	459-8339	180-181
Norris, Tony	Musician, Story Teller	526-6684	181
Northern Arizona O'Dair, Grace Storytellers,	Story Tellers	774-4187	181-182
Ogunsile, Remi	Story Teller	274-4854	182
Parker, Steve	Cartoonist	800-774-4441	182
Pasquerette, Debra Positive Force Players	Health & Safety	277-7526	182-183
Perez, Kenny	Variety Acts	846-4111	183
Phoenix Zoo, Education Dept	Nature	273-1341	183-184

NAME	CATEGORY	PHONE	PAGE
Pizzino, Leticia	Storyteller	800-669-7533	187-188
Prchal, Steve	Nature	883-3945	184
Presto Magic Studio, Barry Schor	Magicians	464-4518	184-185
Pro-Impact Stunt Team, Lance Lyons	Stunt Team	858-0211	185
Project Prevention & Project Prevention Posse, Brooke Andrews		278-0393	185-186
Puppett Pizzazz, Joy Wade	Puppeteers	833-5577	186
Quintessence Chamber Ensemble	Musicians	483-9430	
Riell, Lynda	Story Teller	298-5064	186-187
Rivera, Martin Juan	Story Teller	544-4533	187
"Rosa, Loca"-Tish Dvorkin	Musicians	986-6016	187-188
Kenneth N. Ryan	Nature	273-1341 x 7338	188
Sadow, Jeffrey	Story Teller	990-8605	188-189
Sandin, Joan	Author, Creative Writing Illustrator	881-4481	188-189
Schick, Dick	Health & Safety, Magician Puppeteers	838-1608 w-838-4043	189
Schlicht, Mimi	Health & Safety	730-1230	189
Seats, Susan	Magician	996-4363	189-190
Shaw, Murray	Author	264-5261	190
Smith, Elaine	Sign Language	526-0866 or 527-8229	190-191
Smokey the Bear, Woodsy the Owl	Health & Safety, Nature	526-0866 or 527-8229	190-192
Society for Creative Anacronism	History	962-6355	191
Southwest Brass, Russ Plylar	Musicians	997-9981	191
Alice & Buddys', Alice Span	Clowns, Puppeteers	275-3091	192
Stansfield, John	Storyteller	719-481-3202 or 800-484-6963 ext 8253	192
Starlight Planetarium Productions Brian DeWelles	Science	486-0102	192-193
Steele, Michael	Magician	634-7985	193
Steere, Susan	Author/Illustrator	792-2698	193
Story Peddlers: Judy McKinley & Linda Harper	Story Tellers	979-4875	193-194
String Sounds, Susan Smith	Musicians	275-7790	194
Tang, Stan	Cartoonist, Illustrator	553-8166	194-195
Tracy, Libba	Illustrator	996-7810	194-195
Tunstall, Ed	Nature	963-8125	195
Vaughter, Tammy	Nature	w-634-9796 h-646-6281	195 195
Phyllis Vogelsong	Puppeteer	934-4206	195-196
Wade, Allan	Magician	9624426	196
Walsh, Margie	Personal Improvement	649-2150	196
Warner, Mariana	Author	284-2384	196-197
Weissenberg, Fran	Author	881-5827	197
We're Storytellers, Russell Mann, Anna Del Paxton	Story Tellers	774-5669	197-198
Williams, Gene	Creative Writing	987-3665	198
Williams, John	Musician	636-0651	198

NAME	CATEGORY	PHONE	PAGE
Winans, Janet	Creative Writing	669-6578	198-199
Woodsy the Owl-U.S. Forest Service, Coconino Nat'l Forest, Christina McKerracher	Nature	527-3600	199
Yavapai County Sheriff's Office	Health & Safety	374-5205	
Yo Yo Clown, William B.	Clown	671-1726	199
Zacarte, David	Variety Acts	800-978-0541	199
		909-341-8718	199

ARIZONA CHILDREN'S BOOK WRITERS AND ILLUSTRATORS SPEAKERS' BUREAU

A listing in the Arizona Speakers' Bureau does not imply endorsement by the Society of Bookwriters and Illustrators. Authors and illustrators have paid a fee to be included.

Compiled and distributed by
the Arizona Chapter of SCBWI
1143 E. Knight Lane, Tempe, AZ 85284
(602) 820-4142, FAX (602) 730-6544
Reproduced with permission from Arizona SCBWI

SCBWI

SOCIETY OF CHILDREN'S BOOK WRITERS AND ILLUSTRATORS
A professional organization
for writers and illustators of children's literature
P.O. Box 66296, Mar Vista Station Los Angeles, CA 90066

Stephen Mooser
President

Lin Oliver
Executive Director

BOARD OF DIRECTORS:

SUE ALEXANDER
Author
SANDY ASHER
Author
JUDY BLUME
Author
EVE BUNTING
Author
TOMIE de PAOLA
Artist-Author
SID FLEISCHMAN
Author
JA[illegible] CROSS GIBLIN
Author-Editor
DOROTHY LEON
Author
BARBARA SEULING
Author-Illustrator
ARNOLD SHAPIRO
Television Producer
FRANK SLOAN
Editor-Author
BARBARA STEINER
Author
STEPHANIE GORDON TESSLER
Author
JANE YOLEN
Author

August, 1993

Enclosed is the first ARIZONA CHILDREN'S BOOKWRITERS AND ILLUSTRATORS SPEAKERS' BUREAU. We hope it will be a useful resource in planning author and illustrator days for schools, author's readings for library, and scheduling book signings.

One copy has been enclosed. We give permission for this brochure to be duplicated and distributed to principals, local school librarians, Parent/Teacher Organizations, and branch libraries and others who might use this listing as a resource. Our budget only allows one copy to be sent to each school and library district .

Additional copies my be purchased for $2.50 (to cover printing and postage) by writing to SCBWI Arizona , 1143 E. Knight Lane, Tempe, Arizona 85284.

We also publish a quarterly newsletter, THE STORYTELLER, with listings of local programs and workshops about writing and illustrating for children, newly published books by Arizona members, how-to articles and the latest marketing information. Subscriptions are available for $10. Send checks payable to SCBWI Arizona to Dawn Dixon, 735 W. Pine St., Tucson, AZ 85704.

Sincerely,

Karen Clemens Warrick

Karen Clemens Warrick
Regional Advisor
Arizona Chapter of the Society of Childrens
Bookwriters and Illustrators

SCBWI ARIZONA - SPEAKERS' BUREAU - 1993-94

VEE BROWNE, AUTHOR
P.O. Box 1085
Chinle, Arizona 86503
(602) 725-3388

Fee:	$600.00 plus accommodation; out of state--travel expense.
Preferred Audience:	K - 6th grade Poetry readings at universities Writers' conferences North American Native Writers Library Power TESOL Arizona Association of Bilingual Educators Conference Literary conventions
Program Topics:	Call author.
Publications:	*Monster Slayer* *Monster Bird*
Target Age Group:	K - 6th grade
Publication:	Contributor to *Neon Pow-Wow*, an anthology of short stories
Target Age Group:	College students/adults

SCBWI ARIZONA - SPEAKERS' BUREAU - 1993-94

ERNI CABAT, ARTIST, DESIGNER, ILLUSTRATOR, CONCEPTOR
627 N. 4th Avenue Tucson, Arizona 85705
(602) 622-6362 fax--792-2088

Fee:	Negotiable
Preferred Audience:	8 - 80; youngsters should be able to read, write, and understand the language.
Program Topics:	They vary. My approach is on creativity, why you don't have to copy, and stretching your imagination. My credo: It has been my good-fortune throughout most of my business life to do things I have felt best equipped to do. To rebel against obsolete notions, to challenge existing formula, to be creative, experiment with new ideas, and to stick my neck out. I enjoy doing business this way because I find it very stimulating and besides, it requires less effort most of the time!
Publications:	*Erni Cabat's Magical World of Dinosaurs* *EC's Magical World of Prehistoric Animals* *EC's Magical ABC*--Animals *Around the Farm* *EC's Magical World of the Carousel* *EC's Magical World of Monsters* *The Flowering Southwest Arizona Cacti and Succulents* (series of 2) *Arizona Wildflowers* (series of 2) *Kino Missions of the Pimeria Alta* (series of 3) *Life on the Tanque Verde*
Target Age Group:	8 - 80

SCBWI ARIZONA -SPEAKERS' BUREAU - 1993 - 94

MARGARET KAHN GARAWAY, AUTHOR
7887 N. La Cholla Boulevard, #2131
Tucson, Arizona 85741
(602) 297-9026

Fee:	Negotiable.
Preferred Audience:	Grades 1 - 6 Teachers Adult groups
Program Topics:	I have developed a unique approach to reading and writing which infuses my listeners with enthusiasm to read and a desire to write through the development of their powers of observation and imagination. I use my books to illustrate my points. In addition, I speak directly to teachers on how to follow through on my program in the classroom. I also speak to adults regarding starting a new career at any age, using my own experience. I have been stimulating students' creativity through talks at schools, libraries, and writing workshops in schools throughout Arizona for the past six years.
Publication:	*The Old Hogan*
Target Age Group:	4 and up
Publication:	*Ashkii and His Grandfather*
Target Age Group:	4 - 9
Publication:	*Dezbah and The Dancing Tumbleweeds*
Target Age Group:	7 - 14

SCBWI ARIZONA - SPEAKERS' BUREAU - 1993 - 94

JUANITA HAVILL, AUTHOR
28232 N. 58th Street
Cave Creek, Arizona 85331
(602) 585-0469

Fee:	School appearances--$350-500/day Libraries--$100-250 Educational conferences--$350 & up Depending upon duties required, all of my fees are negotiable.
Preferred Audience:	All ages, from 5 to adult
Program Topics:	Picture books, tools for writing them, production of a picture book, reading between the lines of a picture book, where ideas come from, the evolution of idea -to book, characters and plot in-the middle grade novel, rewriting, and relevant incidents from my childhood that influenced my writing life
Publication:	*Jamaica's Find* *Leroy and the Clock* *Jamaica Tag - Along* *The Magic Fort* *Treasure Nap*
Target Age Group:	4 - 8
Awards/Distinctions:	Best Books for Children, R.R. Bowker Ezra Jack Keats New Writer Award Library of Congress Children's Books of the Year Mrs. Bush's Story Hour Selection Reading Rainbow Selection And others
Publications:	*It Always Happens to Leona Leona and Ike*
Target Age Group:	7 - 11
Awards/Distinctions:	Booklist Editors' Choice Minnesota Book Award Nomination
Publication:	*Kentucky Troll* (a folktale)
Target Age Group:	All ages

SCBWI ARIZONA - SPEAKERS' BUREAU - 1993-94

...

PATTI HULET, AUTHOR/ILLUSTRATOR, LIBRARIAN, STORYTELLER, LITERACY ADVOCATE, RESOURCE SPECIALIST FOR PRIMARY GIFTED EDUCATION

1852 E. First Place
Mesa, Arizona 85203
(602) 833-7143 (home)
(602) 898-7878 (can leave message)

Fee:	$300-450 a day.
Preferred Audience:	Children (preschool to YA) Adults
Program Topics:	Storytelling Potpourri; On Becoming A Writer; Listening with our Heartstrings; The House that Literacy Built; Take the "Bugs" Out of Learning; Science Links: Literacy, Learning, and Living; Soar to New Heights Together; Literacy Interaction Today (LIT); Literacy: Giving Children Roots and Wings; Literacy's Four Seasons. The first four programs are for children and/or adults. The last six programs are for adults. Storytelling Potpourri presents a variety of books and techniques for sharing interpretations. Listening with our Heartstrings gives ideas for encouraging family members in literacy activities through reading, writing, drama, art, music, and storytelling. The House that Literacy Built offers lively ways to turn your home into a house of learning through the creative use of children's literature. For further description of programs, contact the author.
Publications:	*Library Games Activity Kit*
Target Age Group:	For adult use with children.

SCBWI ARIZONA - SPEAKERS' BUREAU - 1993-94

G. BRIAN KARAS, ILLUSTRATOR
4126 N. 34th Street
Phoenix, Arizona 85018
(602) 956-5666

Fee:	$200-500.
Preferred Audience:	K - 4th grade Art students. Anyone interested in illustrating children's books.
Program Topics:	Sketching out dummy (rough) on big paper at easel while telling story or creating story with students while sketching out on big pad (for K - 4th grade) Demonstration of different media, marketing information (for art students) Assembling dummy working with text, media techniques (children's book illustrators)
Publications:	*Odds 'N' Ends Alvy* *Into This Night We Are Rising* *Don't Read This Books Whatever You Do!* *Nobody's Mother Is In Second Grade* *Eek! Stories to Make You Shriek!* *The Holiday Handwriting School* *If You're Not Here Please Raise Your Hand* *Who Goes Out On Halloween?*
Target Age Group:	K - 4th grade

SCBWI ARIZONA - SPEAKERS' BUREAU - 1993-94

JUDY LAUFER, AUTHOR/ PUBLISHER
9100 North 55th Street
Scottsdale, Arizona 85253
(602) 443-1722

Fee:	Negotiable.
Preferred Audience:	K - 6th grade students. Adults interested in how a book can be published.
Program Topics:	We will look at how a book goes from idea to completion. Anyone can have a good idea but the importance of sticking power!
Publication:	*Where Did Papa Go*
Target Age Group:	3 -7
Award:	Golden Poet Award

SCBWI ARIZONA - SPEAKERS' BUREAU - 1993-94

SUSAN LOWELL, AUTHOR
332 E. Rudasill Road
Tucson, Arizona 85704
(602) 293-6502

Fee:	Negotiable.
Preferred Audience:	K - 6th grade
Program Topics:	Reading (slide show from picture book), writing workshop at various age levels, speech on writing process, and speech on teaching writing
Publication:	*The Three Little Javelinas*
Target Age Group:	3 - 12 Adults
Awards/Distinctions:	Reading Rainbow Selection Nomination for Arizona Young Reader Award
Publication:	*I Am Lavina Cumming*
Target Age Group:	8 - 12
Publication:	*Ganado Red: A Novella and Stories*
Target Age Group:	Adult
Awards/Distinctions:	Milkweed Editions National Fiction Prize Named to *Publishers Weekly* Best Books List

SCBWI ARIZONA - SPEAKERS' BUREAU - 1993-94

CYNTHIA K. LUKAS
8001 E. Paraiso Drive
Scottsdale, Arizona 85255
(602) 585-6180

Fee:	Negotiable.
Preferred Audience:	Young adults, 10 and up Adults
Program Topics:	Writing Is Fun; How To Improve Your Writing; The Writing Process: Prewriting, Drafting, Revising, and Editing; Elements of Stories: Character, Plot, Theme, and More; Journal Writing; Why I Write; The Rocky Road To Publication; How To Write A Young Adult Novel; One Writer's Story For seven years I have been the featured speaker for more than 30 classes, programs, seminars, and workshops at authors' festivals, bookstores, colleges, elementary schools, high schools, middle schools, libraries, and adult group meetings in Arizona, Arkansas, and Illinois. For ten years I have have taught college English.
Publication:	*Center Stare Summer*
Target Age Group:	12 and up
Awards/Distinctions:	New York Public Library Best Book for Teenage List Enoch Pratt Young Adult Advisory Board Best Book List ALA Best Books for YA Nomination
Publications:	Poetry published in anthologies: *Another Place To Publish, Cornucopia, Disaffection Redeemedt Today's Best Poems, World of Poetry*
Award/Distinction:	World of Poetry Contest Winner
Target Age Group:Adult	Adult

SCBWI ARIZONA - SPEAKERS' BUREAU - 1993-94

ELAINE PAGELER, AUTHOR
P.O. Box 35399
Tucson, Arizona 95740
(602) 825-0006

Fee:	Negotiable.
Preferred Audience:	K - 6th grade
Program Topics:	Writing Mysteries (grades 3 - 6) Writing the Rebus (grades K - 2)
Publication:	*Numeral Uno Mystery Series* (five books)
Target Age Group:	Grades 2 and up
Publication:	*Runaway Magic*
Target Age Group:	Grades 3 - 6
Publication:	*Rebus Treasury* (anthology)
Target Age Group:	Grades K - 2
Publication:	*Marvin Composes A Tea* (anthology)
Target Age Group:	Grades 2 - 6

SCBWI ARIZONA - SPEAKERS' BUREAU - 1993-94

MURRAY SHAW, AUTHOR
3601 N. 5th Avenue
Phoenix, Arizona 85103
(602) 264-5261

Fee: $100 for two hours, or call author.

Preferred Audience: Middle elementary through junior high

Program Topics: I speak about my experiences as a writer. At age 82, I became a published author with my first attempt at writing a book. The fact that practically every kid today has heard of Sherlock Holmes but had no opportunity of reading about his remarkable adventures, caused me to do something about it. The formula was quite a simple but effective one. I condensed the long, original stories, then adapted them to the child's level of comprehension. I then added several clues, and at the end of each story, I show the clues which solved the case.

Publications: *Match Wits With Sherlock Holmes* (a collection)

Target Age Group: Middle elementary through junior high

SCBWI ARIZONA - SPEAKERS' BUREAU - 1993-94

HELEN HUGHES VICK, AUTHOR
422 Tamarack Lane
Prescott, AZ 86301
(602) 778-3757

Fee:	Negotiable, with travel expenses and per diem.
Preferred Audience:	mid-elementary and up
Program Topics:	Hopi culture Keeping Creativity Alive in Elementary, Jr. High, and High School Research for writing Creative writing process Publishing process
Publications:	*Cricket The Friend.* *Humpty Dumpty* *The InternationalMagazine.* *Parent and Children Together* and the Macmillan/McGraw Hill reading series, among many others.
Author of:	*Walker of Time*, published April 1993, by Harbinger House.
Target Age Group:	*Walker of Time* -- 6th to adult
Awards/Distinctions:	Booklist review for *Walker of Time* Endorsement by Arizona Archaeology Society, Endorsement by Linda Lay Shuler, author of *She Who Remembers* and *Voice of the Eagle*

SCBWI ARIZONA - SPEAKERS' BUREAU - 1993-94

KAREN CLEMENS WARRICK, AUTHOR, EDUCATIONAL CONSULTANT
1143 E. Knight Lane
Tempe, Arizona 85284
(602) 820-4142

Fee:	Negotiable for classroom presentations. $175250 for educational consulting sessions of 2-4 hours.
Preferred Audience:	K - 4th grade Adults
Program Topics:	Programs will be tailored to grade level and curriculum goals. I can share published and unpublished stories as a guest author; use my own writing and other authors' published stories to present "Be-an-Author" writing workshops for children K--4; or share the "how-to's" of integrating good literature and science in the primary classroom with teachers.
Publication:	*If I Had A Tail of My Own* (picture book)
Target Age Group:	3 - 5
Publication:	*If I Had A Tail of My Own* (patterned writing book)
Target Age Group:	5 - 7
Publications:	*30 Springboard to Science Making Connections* These are Integrated Curriculum Units designed to help teachers use literature to teach critical thinking, writing skills, and science concepts in the K-2 classroom.
Target Age Group:	Adults

SCBWI ARIZONA - SPEAKERS' BUREAU - 1993-94

FRAN WEISSENBERG, AUTHOR
2720 N. Swan, 11D
Tucson, Arizona 85712

Fee:	Negotiable.
Preferred Audience:	8 - 88 4th grade and up, public and Hebrew schools Teachers
Program Topics:	Contact author. My book is a sharing book to be read by the different generations. I have spoken to a retired teachers' group, Hebrew school classes, and public school classes.
Publication:	*The Streets Are Paved with Gold*
Target Age Group:	8 - 12
Award/Distinction:	Sydney Taylor Manuscript Award (sponsored by the Association of Jewish Librarians)

SCBWI ARIZONA - SPEAKERS' BUREAU - 1993-94

ALLEN WOODMAN, AUTHOR
P.O. Box 22310
Flagstaff, Arizona 86002
(602) 523-5651

Fee:	Negotiable.
Preferred Audience:	All ages
Program Topics:	I currently teach graduate and undergraduate fiction writing workshops at Northern Arizona University. I'd be happy to prepare a fiction reading and/or talk about fiction writing for any age group.
Publication:	*The Cows Are Going to Paris*
Target Age Group:	4 - 9
Awards/Distinctions:	Doubleday Children's Book Club Selection Reviews in *Booklist, School Library Journal, Instructor,* etc.
Publication:	*The Bear Who Came To Stay* (forthcoming Sep. '94)
Target Age Group:	4 - 8
Publication:	*All-You-Can-Eat, Alabama* (forthcoming Sep. '94)
Target Age Groups:	Young adult Adult

SCBWI ARIZONA - SPEAKERS' BUREAU - 1993-94

DIANE YU, AUTHOR
7498 E. Sand Hills Road
Scottsdale, Arizona 85255
(602) 585-2996

Fee:	$200-300 per presentation, or negotiable.
Preferred Audience:	Bookstores Libraries School Districts Colleges and Universities Civic and Community Organizations Churches
Program Topics:	Immigration and Americanization; Asian Women: Past, Present, and Future; Coalition Building Among Asian Americans; Why I Wrote The Book (*Winds of Change*) History of Korean American Immigration I am able to speak on topics related to the above as well.
Publication:	*Winds of Change*
Target Age Groups:	High school and college students Adults
Award/Distinction:	National Press Club Selection
Publication:	"Fading Monument," a poem published in the anthology *The Coming of Dawn*
Target Age Groups:	High school and college students Adults
Awards/Distinctions:	Semifinalist in the National Library of Poetry Contest I read the poem at The International Women's Day on March 7, 1993 at Arizona State University West.
Publication:	Co-authored the article "International Education's Expanded Role in Higher Education"(in *Educational Horizons*)
Target Age Group:	Adult

A Child's Art Factory, 7371 Player Drive, San Diego, CA 92119. 1-619-460-6077.
Prepackaged craft kits for groups of 24, 30, 36 or 100 students, ranging in price from $15 to $120 depending upon the size of the kit. One kit is "Endangered Wildlife Puppets" from which pandas can be made ($24-$27-$30-$80).

ABC School Supply, Inc. 3312 N. Berkeley Lake Road, Duluth, GA 30136. 1-800-669-4222.
Hand puppets, craft supplies, prizes, flannel boards, games, records, etc.

ALA Graphics. American Library Association, 50 E. Huron Street, Chicago, IL 60611. 1-800-545-2433.
General posters, calendars , decorations for libraries.

Accent Annex. 1120 S. Jeff Davis Parkway, New Orleans, LA 70125-9901. 1-800-322-2368.
Novelties and trinkets including masks and hats.

Argus Posters for Education. P.O. Box 6000, Allen, TX 75002-1304. Orders: 1-800-527-4748.
Colorful posters and award certificates which can be purchased in volume batches for prizes.

Building Blocks. 38W567 Brindlewood, Elgin, IL 60123. 1-708-742-1013.
A catalog of idea books: bulletin boards, felt boards, exploring art, fingerplays, puppets, clay modeling projects, singing games, etc.

Child Graphics Press. P. O. Box 7771, Hilton Head Island, SC 29938. 1-800-543-4880.
Primarily posters and "novel unit teacher's guides" which contain bulletin board ideas and activities.

Children's Book Council. Order Center, 350 Scotland Road, Orange, NJ 07050. 1-800-999-2160.
Colorful posters and certificates for summer reading programs.

Dakin, Inc. P. O. Box 7200--Order Department, San Francisco, CA 94120-9977. 1-800-227-6598.
Linda Pazola, local sales representative will show samples and take orders, 602-493-1773. Minimum order $250.00.

DEMCO, Inc. P. O. Box 7767, Fresno, CA 93747-7767. 1-800-356-1200. FAX 1-800-245-1329.
Spring 1994 catalog has the following items with pandas: Planet Protector Posters (page 28), pencils (page 37), and Read About Endangered Species book bogs (page 39). Kids and Things Catalog 1994, has Endangered Friends furniture, including a panda design chair.

Gryphon House: Early Childhood Teacher Books. P.O. box 2[illegible] Mt. Rainier, MD 20712. 1-301-779-6200.
Publishes activity books, including fingerplays, crafts, art, science, math, celebrations and holidays.

Highsmith. West 5527 Highway 106, P. O. Box 800, Fort Atkinson, WI 53538-0800. 1-800-438-1637.
Bears for library promotions, including bear puppets, bear posters and bookmarks (on pages 244-245 of August 1993-July 1994 catalog).

JanWay Company. 11 Academy Road, Cogan Station, PA 17728-9300.1-800-877-5242.
Personalized promotional items for libraries: magnets, buttons, bags, bumper stickers, mugs, pens and pencils, shirts and caps.

Johnson Specialties. P. O. Box 357, Cedar Hurst, NY 11516-0357. 1-800-221-6714.
Catalog of trinkets and inexpensive items. Treasure chests in a variety of sizes (on page 24).

Kids & Things (DEMCO), P. O. Box 7767, Fresno, CA 93747-7767. 1-800-356-1200.
FAX 800-245-1329.
Zoo, sea life and storybook character puppets; animal face masks (on pages 54 and 55 of the 1993 annual catalog); blank jigsaw puzzles (on page 70 of the 1993 annual catalog). 1994 catalog has Endangered Friends furniture, including a panda design chair.

Kidstamps. P. O. Box 18699, Cleveland Heights, OH 44118. 1-800-727-5437.
Inexpensive rubber stamps of all sorts. Panda stamps in 1992 catalog on pages 11, 25, and on page 6 of the 1993 supplement.

Kimbo Educational, Department R, P.O. Box 477, Long Branch, NJ 07740-0477. 1-800-631-2187.
Cassettes, records, filmstrips, videos and read-alongs useful for storytime activities. One music collection relevant to this year's theme is Save the Animals, Save the Earth: songs about endangered animals.

Library Clip Art Book. Em Graphics, Box 8233, Greenville, NC 27835-8233. 1-919-355-2478.
140 reproducible drawings designed by a library community relations coordinator specifically for library themes and services. $50 per volume plus $3 shipping.

Music for Little People. P. O. Box 1460, Redway, CA 95560. 1-800-727-2233.
Audio and video cassettes, musical instruments, some costumes and activity kits.

Oriental Trading Company, Inc. P. O. Box 3407, Omaha, NE 68103. 1-800-327-9678 for catalog requests. 1-800-228-2269 for orders.
Catalog includes a range of inexpensive trinkets and promotional items. Inexpensive prizes can be ordered in bulk; some decorations and crafts materials. Summer 1994 catalog includes panda figures for $6/doz. (p.41), a stuffed 8" by 4" stuffed, cloth panda for $3.60 (p. 60). Pandas are included in their sets of endangered wildlife necklaces, pins, button covers, and waterballs.

Really Good Stuff. A division of Filmic Archives, The Cinema Center.Botsford, CT 06404. Customer service: 203-261-1920, or orders: 1-800-366-1920.
Posters, bookmarks, stickers, buttons, trophies and other learning materials for librarians and teachers. Panda pins, (page 8 of Summer 1994 catalog); floor puzzle picturing endangered species.

Rivershore Reading Store. 2005 32nd Street, Rock Island, IL 61201. 1-309-788-7717.

S&S Educational Products. P. O. Box 513, Colchester, CT 06415-0513. 1-800-243-9232.
Craft kits and supplies.

Sherman Specialty Company, Inc. P. O. Box 401, Merrick NY 11566. 1-800-645-6513 or 1-800-669-7437.
Various trinkets, small toys prizes, stickers, and treasure chests.

Smilemakers, Inc. P. O. Box 2543, Spartanburg, SC 29304-2543. 1-800-825-8085.
Stickers and toys.

T. S. Dension and Co., Inc. 9601 Newton Ave. S., Minneapolis, MN 55431. 1-800-328-3831.
Discovery themes information cards which contain reading and art activities on various topics.

U.S. Toy Co., Inc. 1227 East 119th Street, Grandview, MO 64030. 1-800-832-0224, or 1-800-255-6124.
Inexpensive toys and decorations.

Upstart. 32 East Avenue, Hagerstown, MD 21740. 1-800-448-4887.
Reading and library promotional items. Posters, decorations, bookmarks, bags, prizes for libraries.

Wonderstorms. Room 232, 1278 West Ninth Street, Cleveland OH 44133-1067. 1-800-521-6600.

RESOURCE MATERIALS

Government Publications:

Government publications are available at low cost and in bulk quantities. Some of the titles below may coordinate with or supplement programs you choose to do this summer. Libraries may wish to order a quantity of the publications for distribution to interested parents, or for distribution to the general public.

The following publications may be ordered from:
R. Woods, Consumer Information Center, Pueblo, CO 81009

BOOKS FOR CHILDREN #8
A listing of 100+ of the best children's books recently published, from preschool to high school levels. 1992. $1. Item 101Z. 23pp.

HELPING YOUR CHILD LEARN GEOGRAPHY.
For children 3 to 10: fun ways to learn geography. 1990. $.50,. Item 414Y. 33pp.

HELPING YOUR CHILD LEARN MATH.
Free, 2 copies maximum. Item 612Z.

HELPING YOUR CHILD LEARN SCIENCE.
Some science basics plus fun activities for parents and children to do jointly. 1992 $3.25. Item 143Z. 64pp.

HELPING YOUR CHILD LEARN TO READ.
Free, 2 copies maximum. Item 617Z.

HELPING YOUR CHILD USE THE LIBRARY.
1992. $.50,. Item 415Z. 23pp.

TIMELESS CLASSICS.
lists nearly 400 books published before 1960 for children of all ages. 1991. $.50,. Item 417Y.

YOU CAN HELP YOUR YOUNG CHILD LEARN MATHEMATICS.
Fun ideas to connect real life experiences with mathematics. 1991. $.50,. Item 412Y.

From the Government Printing Office, the following titles are available. Call the GPO Order Desk for prices (202)-783-3238. Give the stock number.

COMO AYUDAR A SUS HIJOS A APRENDER CIENCIA.
1992. Stock number 065-000-00521-2. 64pp.

From Library Programs/Office of Educational Research and Improvement, U. S. Department of Education, 555 New Jersey Ave., NW, Room 402, Washington, DC 20208 (202)-208-0969

COMO AYUDAR A SUS HIJOS A USAR LA BIBLIOTECA.
1992. 25pp.

SHOPPING LIST FOR ARIZONA READING PROGRAM 1995

ADVENTURES IN ASIA, Really Wild Animals National Geographic Kids Videos.
(45 minutes, color, VHS) $16.00
Exciting travels on this mysterious continent filled with large and small animals.

SAVE THE PANDA, National Geographic Endangered Wildlife Videos,
(60 minutes, color, VHS) $21.99

THE NATIONAL ZOO, Smithsonian Video Collection.
(50 minutes, color, VHS) $34.99
Features the panda and a wide variety of zoo animals in the nation's capitol.
It's possible to set the video to show the panda portion only.

The above videos can be ordered from:

Better Books Company
Department 883
P.O. Box 9770
Fort Worth, Texas 76147-2770

TEDDY BEAR CLIP ART, Dover Publications Item #24943-3 $4.95
Features all kinds of bears, pandas are included.

FUN WITH WILD ANIMAL STENCILS, Dover Item #27217-6 $1.00
A small 4"x6" booklet includes a panda stencil.

PANDA PAPER DOLLS, Crystal Collins-Sterling, Dover $2.95
Item #25929-3. Two darling pandas with 16 colorful costumes.

FUN WITH PANDA STICKER PAPER DOLLS, 4x6 booklet,
Elizabeth King Brownd, Dover Item #26614-1 $1.00
Reusable sticker clothing with a darling panda - would make a nice prize item.

The above four items can be ordered from:

Dover Publications, Inc.
31 East 2nd Street
Mineola, N.Y. 115017

Compiled by: Beverly Burritt
Children's Programming
Pinal County Library District

IDEAS

For your bulletin boards and decorations, follow through with thé themes developed in the program section. Besides pandas, use themes like animals or other objects in black and white, bears of all kinds, endangered animals, China, animal tracks; books in black and white.

Among our clip art page and activity sheets are lots of panda patterns that may be enlarged to make displays and decorations.

Many of these pictures show pandas in action poses which could be combined to make lively decorations. Just clip, enlarge and recombine!

DISPLAYS AND BULLETIN BOARD HINTS:

Although most of the following ideas are described as bulletin boards, remember you can adapt them to make mobiles, life-size mascots, window decorations, kites, wall hangings, etc.

Using three dimensional items and unusual materials (cloth, fur, sequins, plants, etc.) in your displays makes them more eye-catching.

Teaching supply stores are good sources of preprinted and precut bulletin board materials. These stores carry borders, background materials and patterns for bulletin boards. Check the yellow pages under "school supplies-retail" for the nearest location.

BULLETIN BOARDS

1.) **Panda Habitat**

Within a colorful forest scene, arrange pandas of several sizes. Use clip art pandas provided at the end of the manual. A sample forest scene follows.

2.) **Pandamonium at the Library**

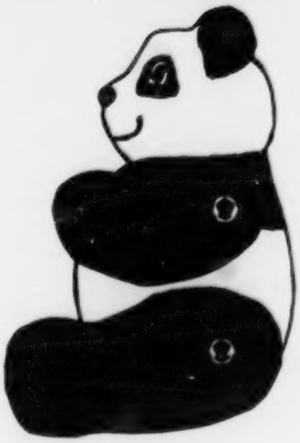
Cut out pandas from the pattern provided. Arrange the panda's legs, in various action poses.

Cut bamboo stems (used in many areas as an ornamental plant) or corn stalks (to simulate bamboo) and create a forest for the pandas.

3.) **Pandamonium**

Make a bamboo tree (or trees). At the beginning of the program each child will color a tiny panda. Their name will be placed on it. For every book read or minutes spent reading, the child's panda will advance up the tree. Incentives may or may not be given at certain intervals of progress. Goal is to reach the highest branch on the tree.

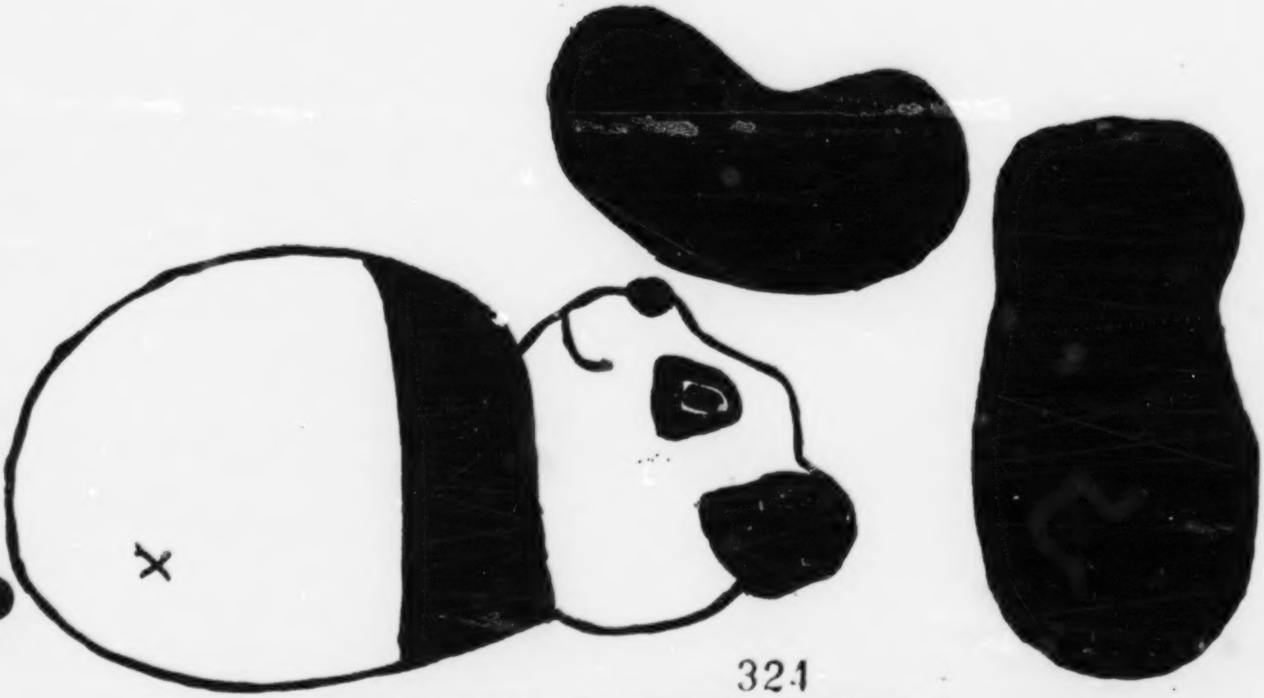
Panda patterns are included in the clip art section at the end of the manual.



PANDA WITH MOVABLE LIMBS

COPY OR TRACE "BEAR PARTS". CUT THEM OUT. FASTEN LIMBS WITH PAPER FASTENERS.

IF YOU HAVE ACCESS TO A COPY MACHINE THAT SHRINKS AND ENLARGES, THESE CAN BE MADE ANY SIZE.



DISPLAYS /DECORATIONS

1.) Panda Forest

Build a **forest** in your children's area. Use chicken wire (for the trunks of larger trees) covered with paper mache. Smaller bamboo trees can be made of closet rod dowels painted to resemble **bamboo**. Leaves can be made of construction paper or cloth dipped in diluted white glue. The cloth leaves can be molded when almost dry. Staple leaves to arms of tree branches and ceiling. anchor trunks with heavy staples to the ceiling. Trunks are very sturdy (not easily moved) when finished. To create vines, use heavy brown yarn, and attach leaves to yarn with staples or thread.

Place cardboard pictures of pandas or stuffed animal pandas in trees in various positions. If you have a story pit, this would be fun to surround. Make area dense with foliage.

Tiki lamps can be made out of dowels, bailing wire and tissue paper, coconut halves, etc.

Forest **flowers** can be made out of tissue paper, construction paper or cloth. Scatter throughout.

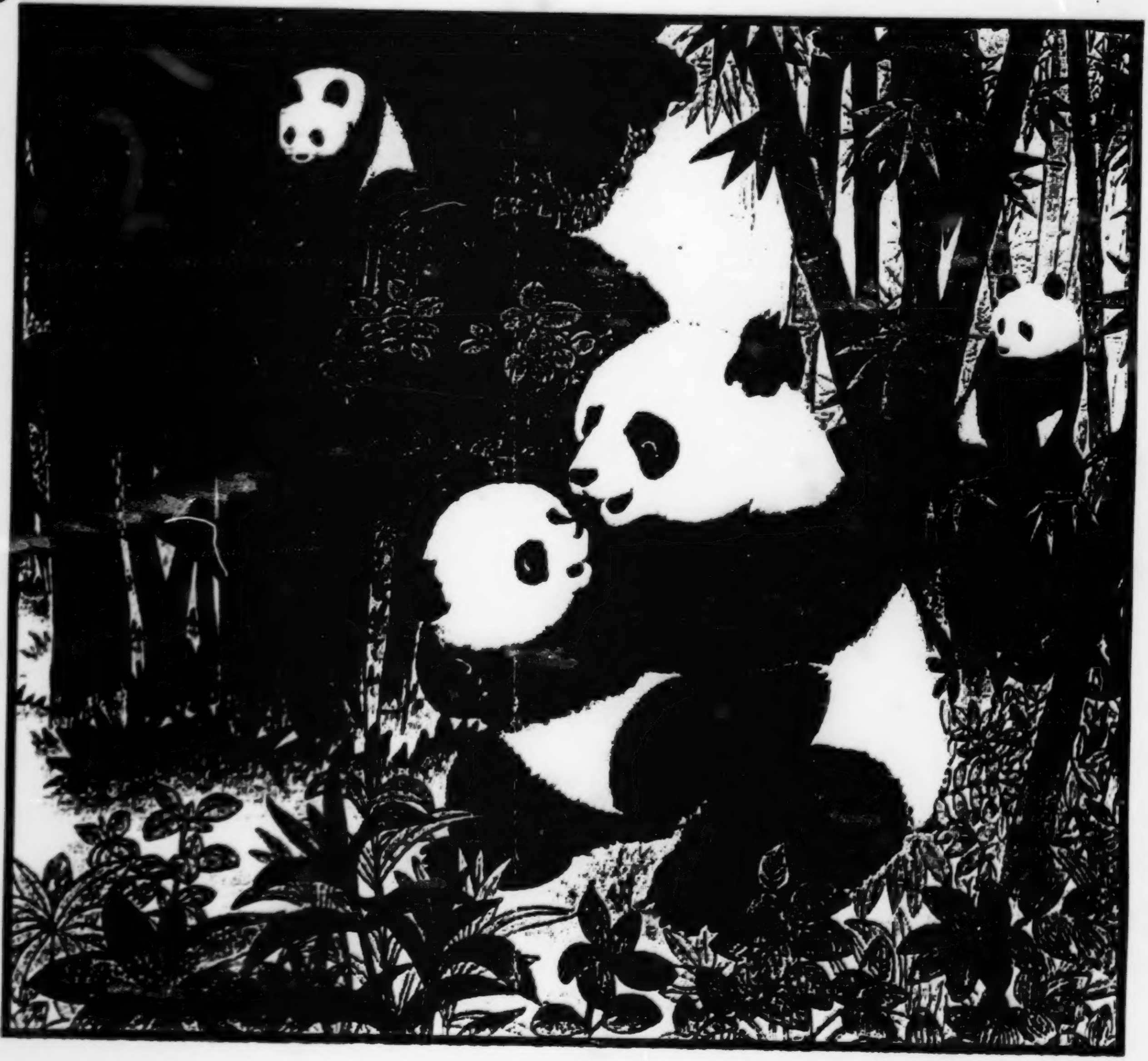
Birds can be made out of poster board or material dipped in diluted glue. Place throughout trees.

Snakes can be made out of heavy rope woven with heavy florist wire, and painted. The wire gives you the ability to shape the snake. The snake can recline on a tree branch, hang from a branch, etc.

Do a little research, find out what types of animals, birds, reptiles, etc. are found in the forest of China and design your creatures accordingly.

2.) Panda Corner

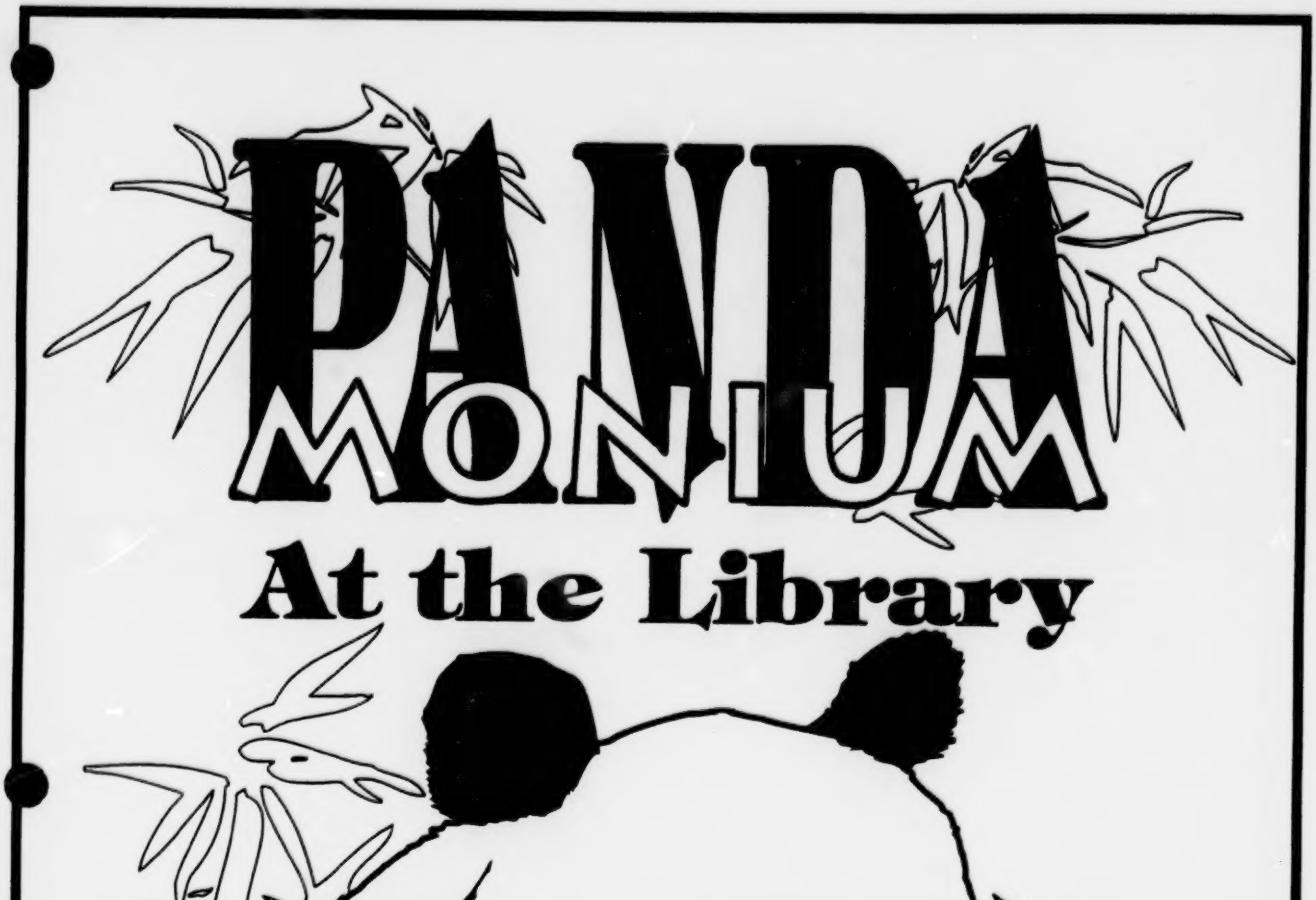
If you don't have room to create a big forest, ask your local florists and patrons of the library if you can borrow their plants - pick a corner of the children's area and decorate accordingly. Wal-Mart, K-Mart, etc., may be willing to loan some of their artificial plants. There again, let your imagination take control. Always use bright colors, children love them.



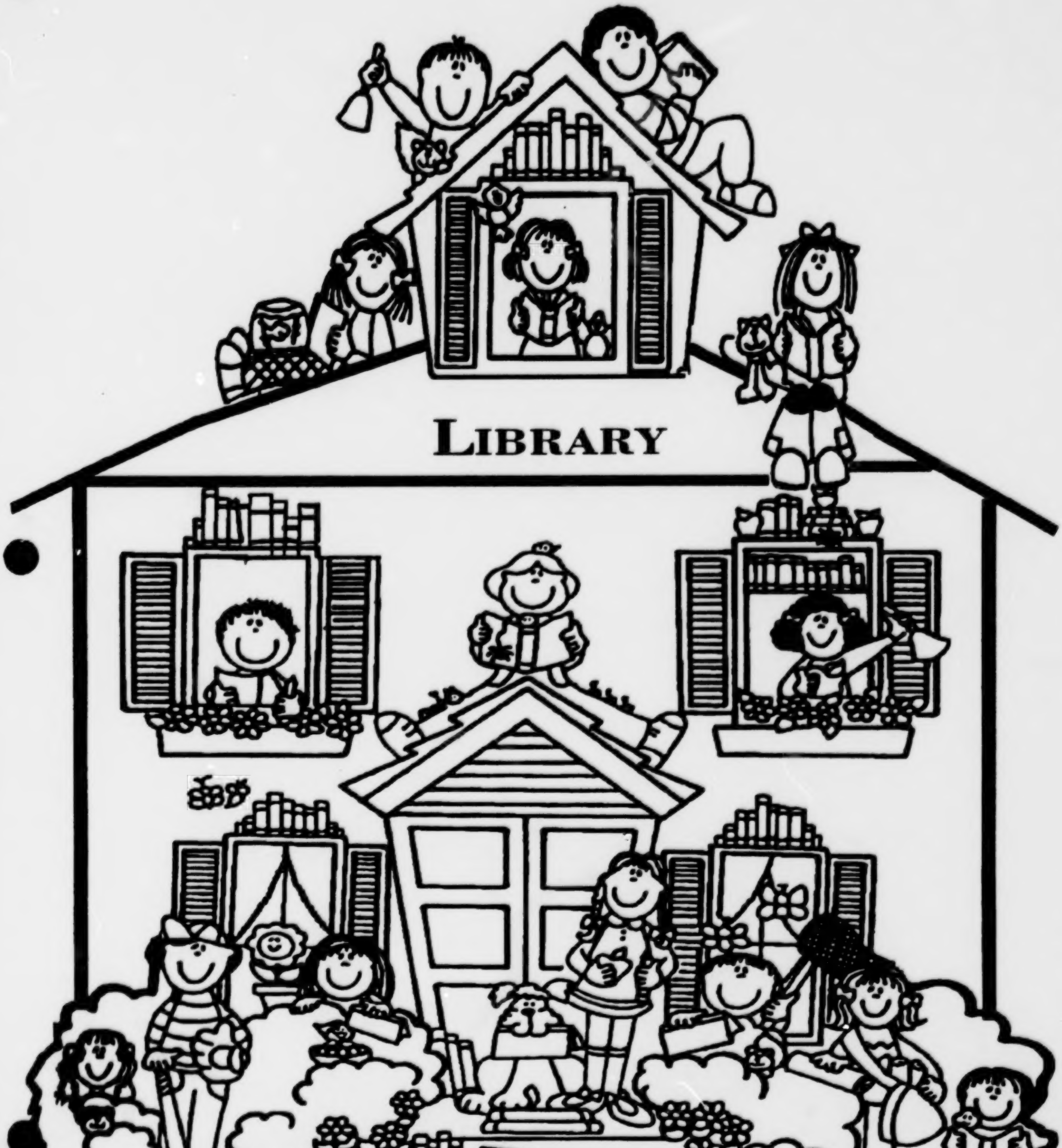
BEST COPY AVAILABLE

328

327


PANDA
MONIUM
At the Library
Endangered Animals

Pandamonium at the Library



A

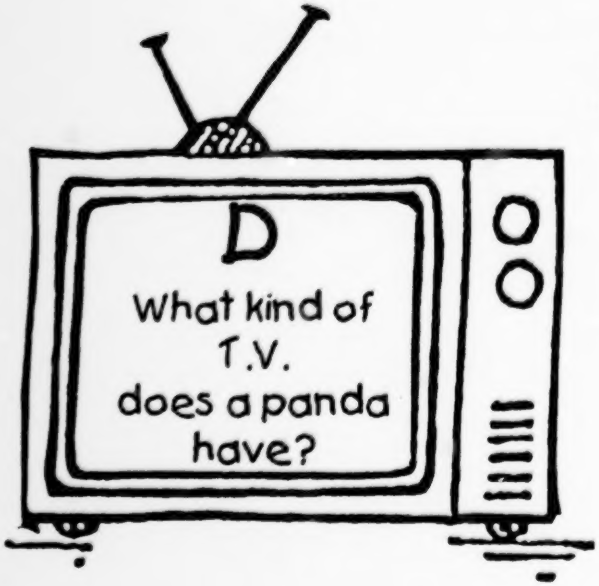
How do Panda's get out of paying their library fines?

B

What do pandas and chicago have in common?

C

What do panda's eat their lunch on?



D

What kind of T.V. does a panda have?

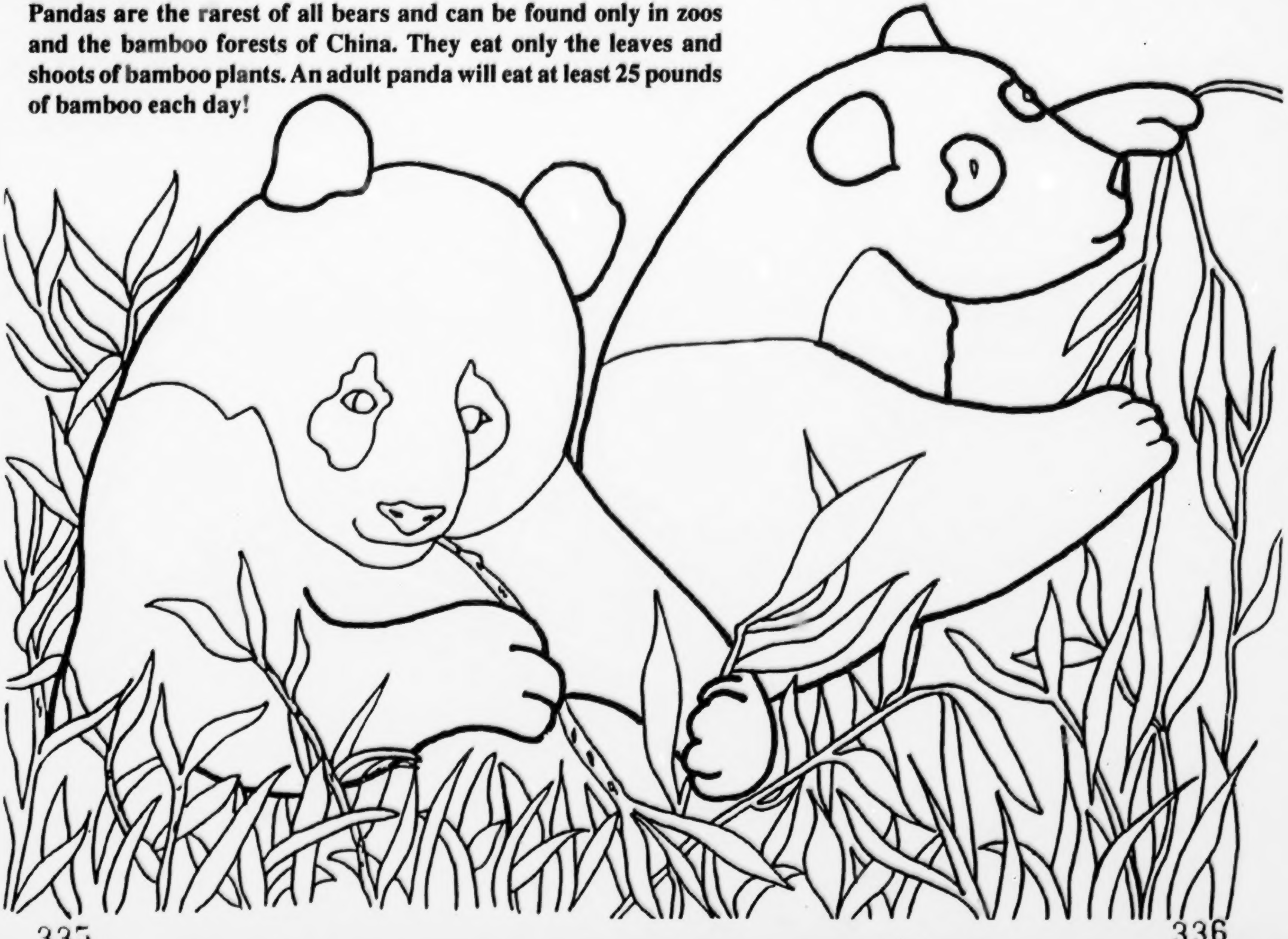
E

What can a panda have that polar bears can't?

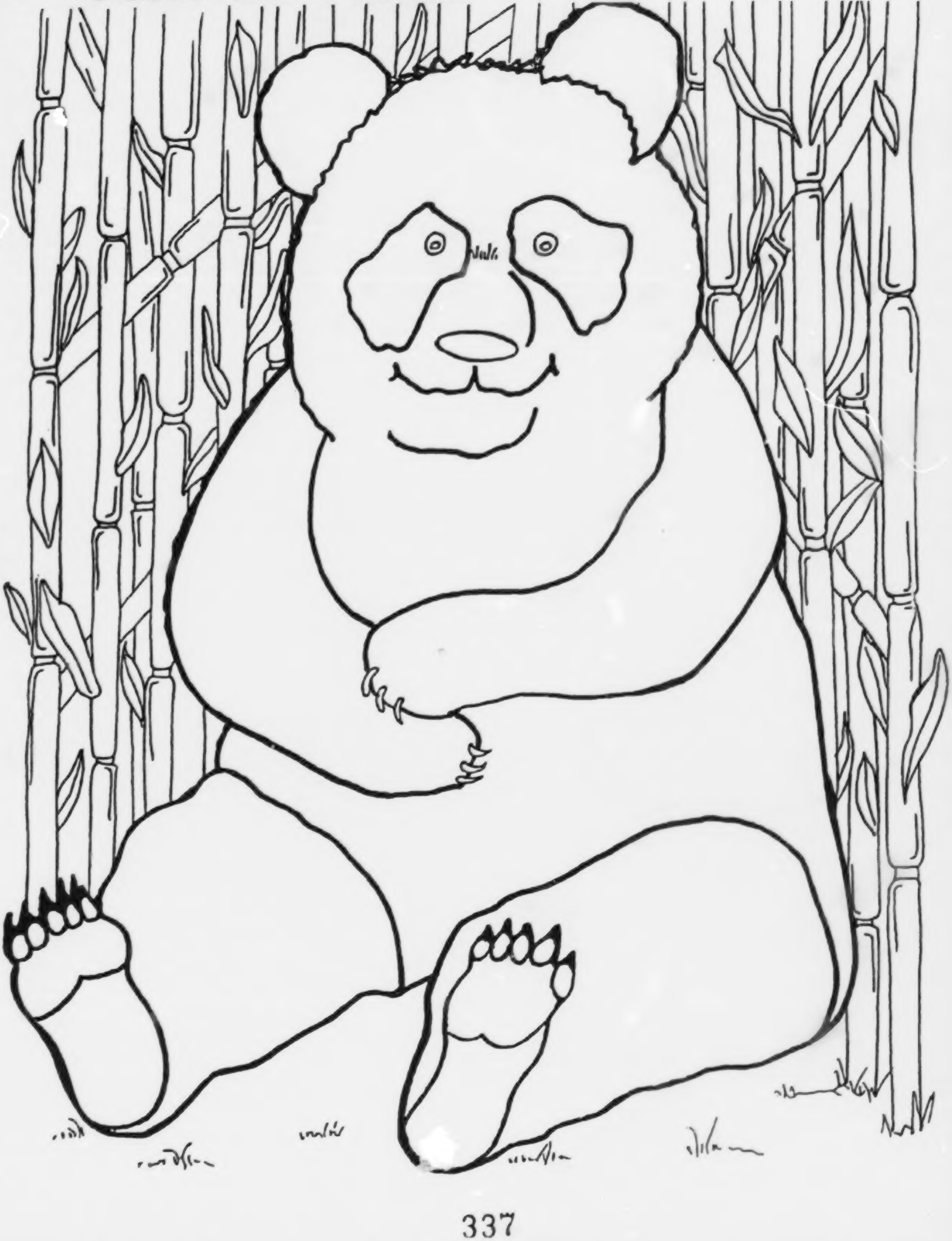
A.They Bamboozle you B.They both have cubs C.China D.Black & White E.Baby pandas

PANDA FACTS

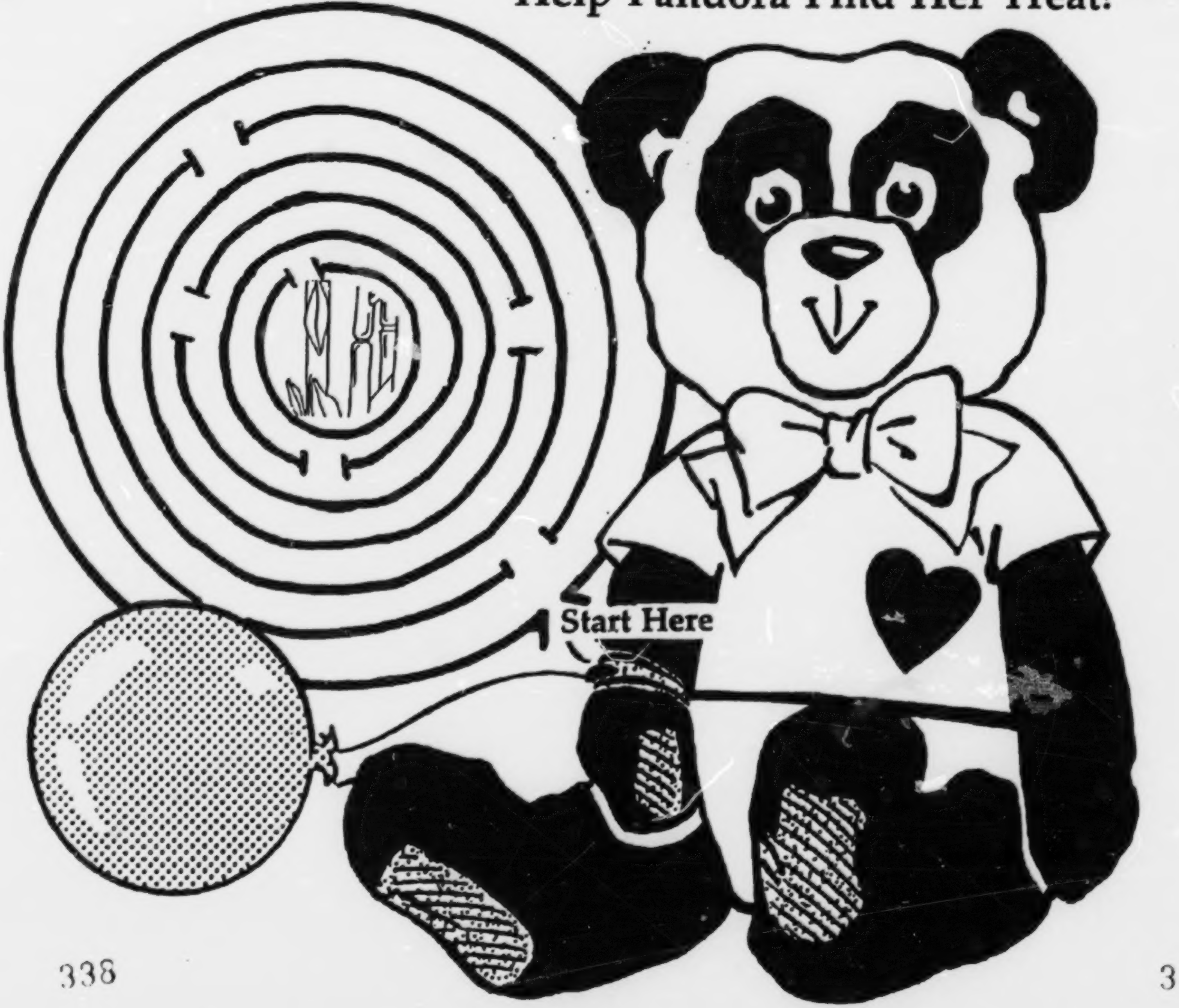
Pandas are the rarest of all bears and can be found only in zoos and the bamboo forests of China. They eat only the leaves and shoots of bamboo plants. An adult panda will eat at least 25 pounds of bamboo each day!



Color the Panda

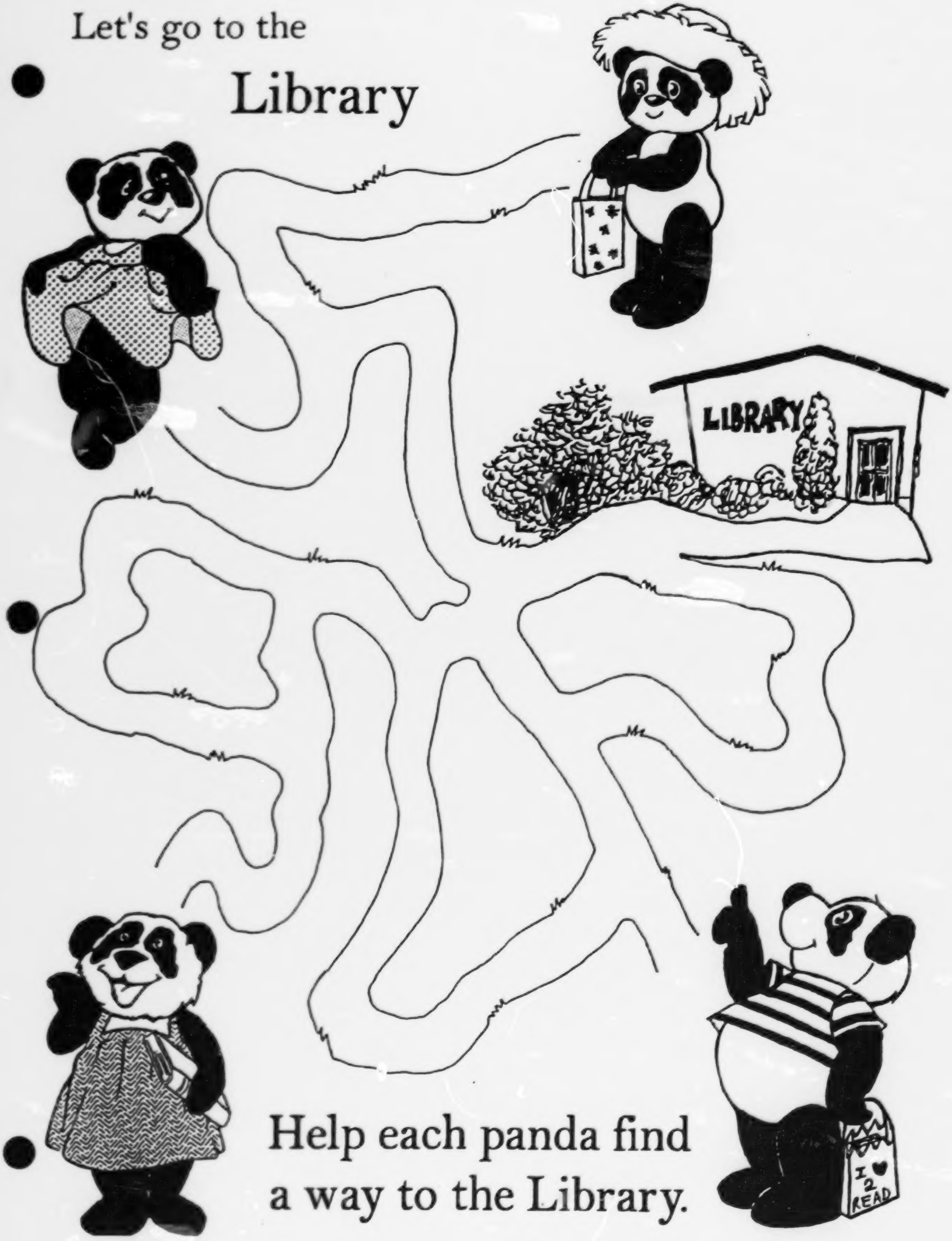


Help Pandora Find Her Treat!



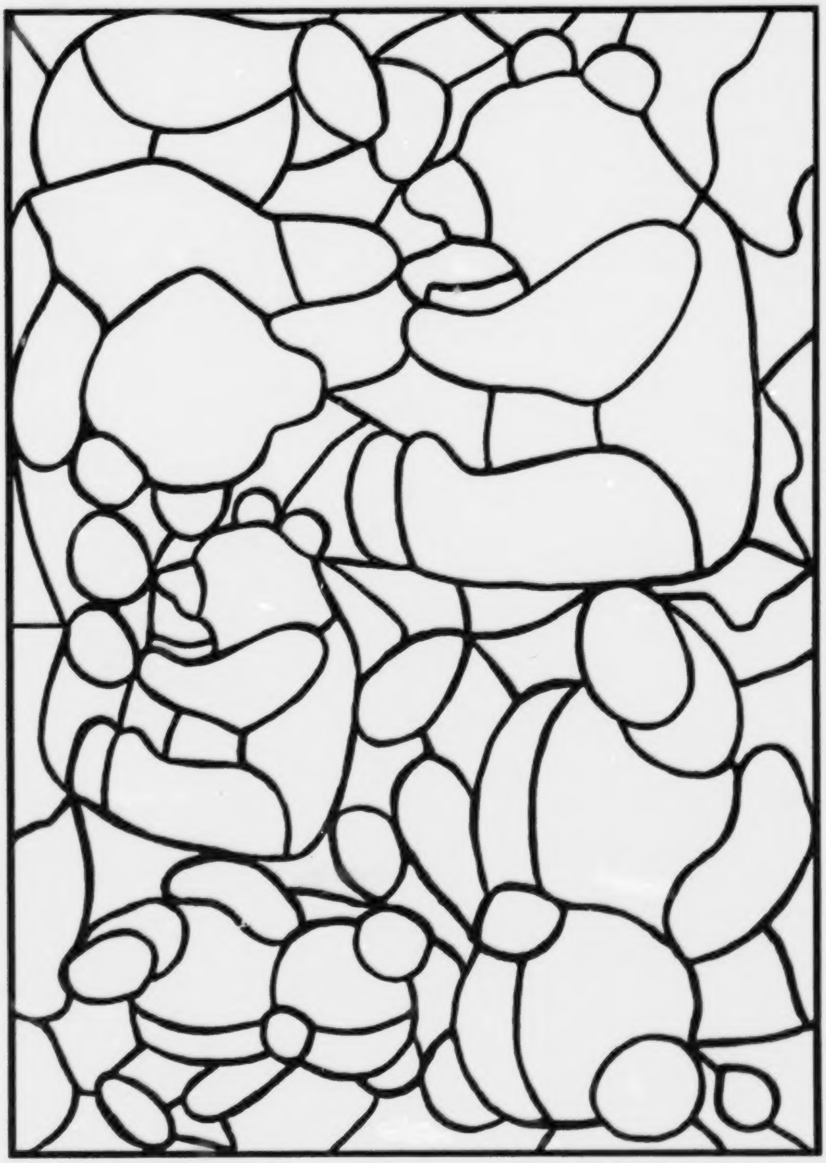
Let's go to the

Library


LIBRARY
I ♥ 2 READ

Help each panda find a way to the Library.

COLOR THE BEARS



If you color each bear a different color, how many crayons will you need?

WHERE ARE THE PANDAS?

THERE ARE 60-70 PANDAS IN ZOOS IN CHINA; UNSCRAMBLE THESE LETTERS TO FIND OUT WHERE OTHER ZOOS WITH PANDAS ARE LOCATED

IGAWSNTNOH, CD

IEMOCX, ICYT

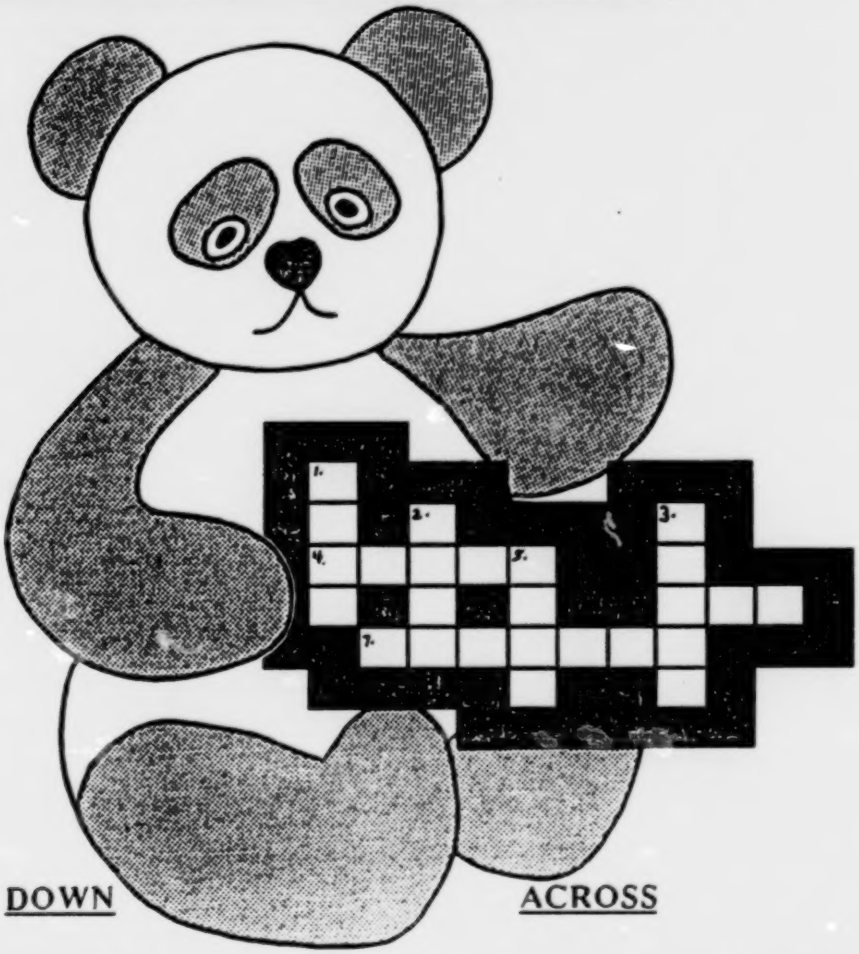
YKOOT, AAJNP

DRMIAD, INPSA

SIPRA, EFNARC

LENBRI, NMEYGRA

PANDA CROSSWORD



DOWN

1. A large part of the diet of a panda in captivity is ______ .
2. Pandas prefer a cool, ______ climate.
3. The panda is a protected species. Therefore, they usually come as _____ to zoos.
5. Pandas like to splash in water, but they can't ______ .

ACROSS

4. A panda in danger fights with his teeth and _______ .
6. Pandas have only a ______ enemies.
7. Pandas like to lean against a tree and eat sitting ______ .

Choose your answers from these words: hot, tall, upright, ten, dry, gifts, swim, few, damp, bamboo, feet, bananas, claws, rice, presents, many, inverted.

BEARS IN BOOKS

The ___ ______ ____ loves red, ripe strawberries.

_____ is the bear who needs a perfect nose.

___ ___ _____ becomes as small as a chipmunk.

______ ___ ____ was stuck in a hole after too much honey.

_______ is a violin-playing bear.

"Help Prevent Forest Fires", says ______ ___ ___.

______ the Running Bear is into physical fitness.

A ____ ____ has a picture on his tummy.

____ ____ has a bear cub pal named Boo Boo.

You can read adventures of the 3 _________ _____ in picture books and in "chapter books".

The first _____ ____ was sent to T. Roosevelt.

Choose from these bears:

Smokey the Bear
Care Bear
Big Bad Bruce
Winnie the Pooh
Berenstain Bears

Yogi Bear
Teddy Bear
Ralph
Berlioz
Albert

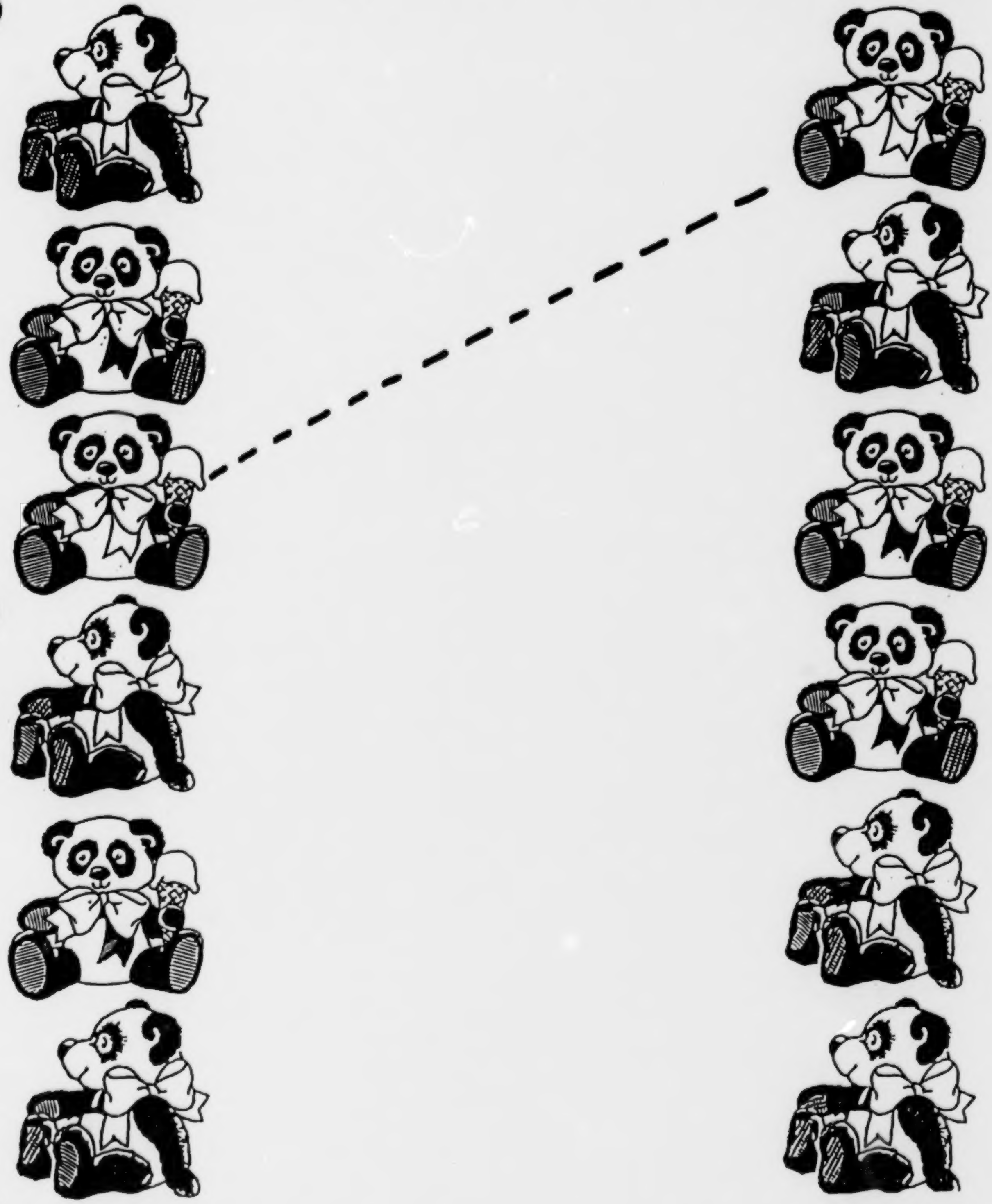
Big Hungry Bear

Libraries are "Beary" Special!

You can find wonderful things in a library.
See if you can find 20 words about libraries in the puzzle below.

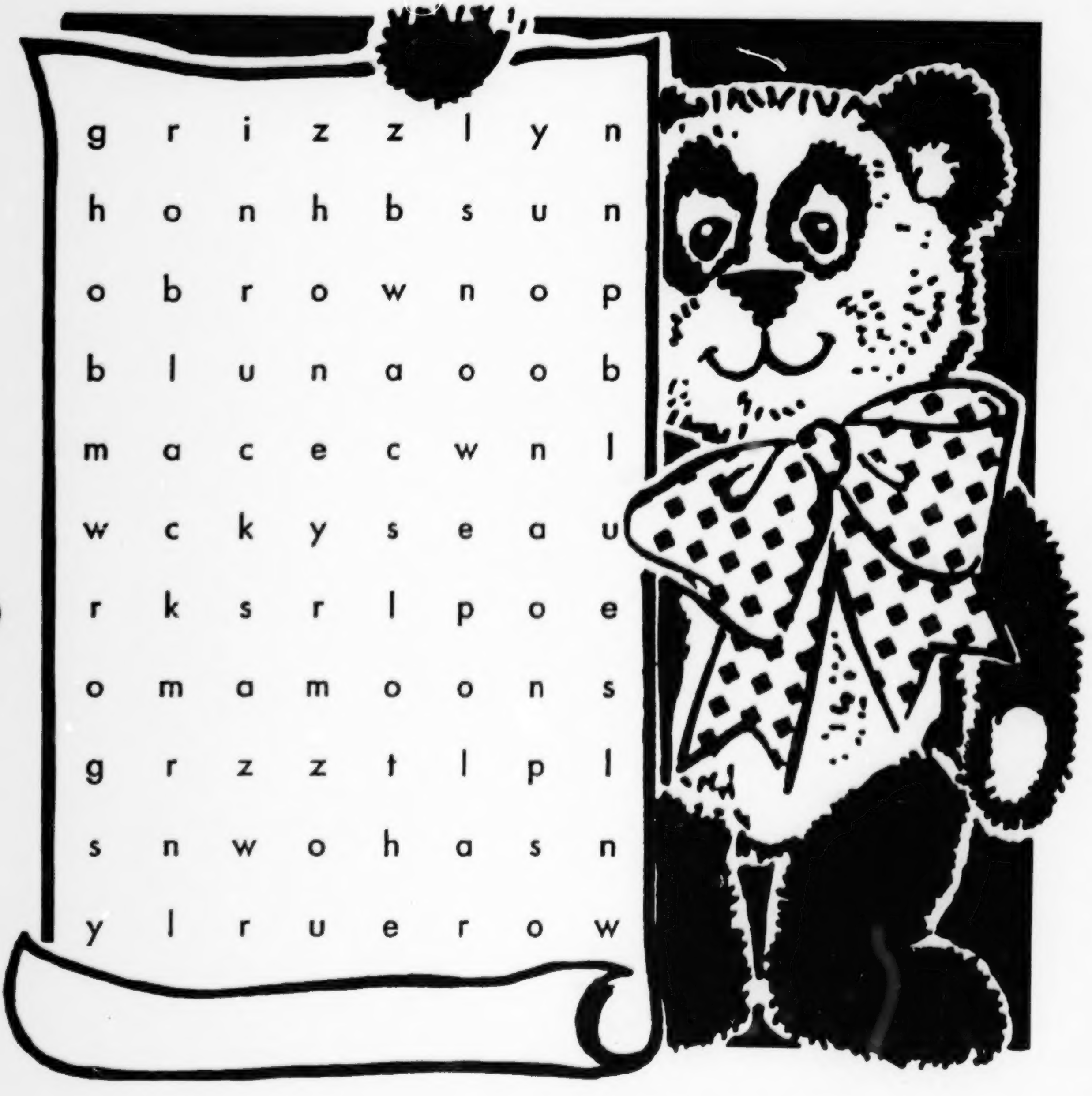
P	I	M	U	S	I	C	U	D	Y	M	L	O	T
L	F	G	H	O	S	T	S	T	O	R	I	E	S
A	A	D	K	M	V	A	L	L	K	W	B	M	C
Y	C	O	C	H	I	L	D	R	E	N	R	U	Z
S	T	Z	P	Q	N	P	R	O	G	R	A	M	S
M	S	P	O	U	H	I	J	N	I	H	R	D	I
S	C	I	E	N	C	E	F	I	C	T	I	O	N
E	K	D	T	U	V	Y	A	C	I	M	A	P	L
S	T	O	R	Y	T	I	M	E	S	H	N	A	I
A	N	D	Y	G	M	A	T	I	S	R	S	J	P
L	S	U	M	M	E	R	R	E	A	D	I	N	G
M	Y	E	A	V	N	Q	A	L	I	R	B	U	R
A	A	C	T	I	V	I	T	I	E	S	L	A	I
N	R	I	B	D	M	A	G	A	Z	I	N	E	S
A	M	T	E	E	N	A	G	E	R	S	Y	J	A
C	N	E	T	O	Y	S	I	U	L	I	M	E	L
S	E	M	Y	S	T	E	R	I	E	S	E	N	V
F	U	N	R	N	A	D	V	E	N	T	U	R	E

"Pandamonium" At The Zoo!



Help the Zoo Keeper find the Panda Twins.

Bears...Bears...Bears Everywhere!



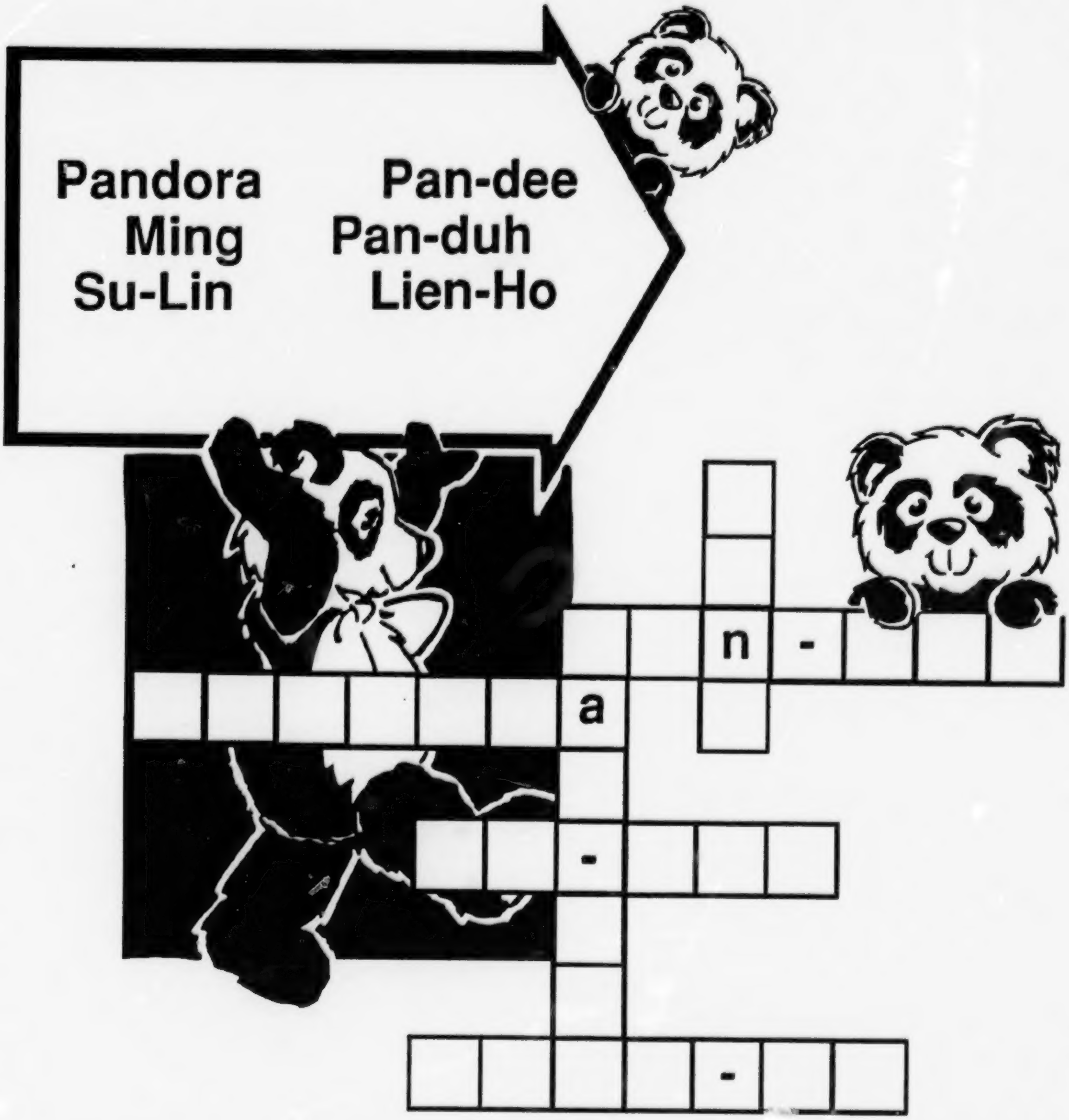
g	r	i	z	z	l	y	n
h	o	n	h	b	s	u	n
o	b	r	o	w	n	o	p
b	l	u	n	a	o	o	b
m	a	c	e	c	w	n	l
w	c	k	y	s	e	a	u
r	k	s	r	l	p	o	e
o	m	a	m	o	o	n	s
g	r	z	z	t	l	p	l
s	n	w	o	h	a	s	n
y	l	r	u	e	r	o	w

See if you can find these 10 bears.

brown black blue grizzly honey moon

polar sloth snow sun

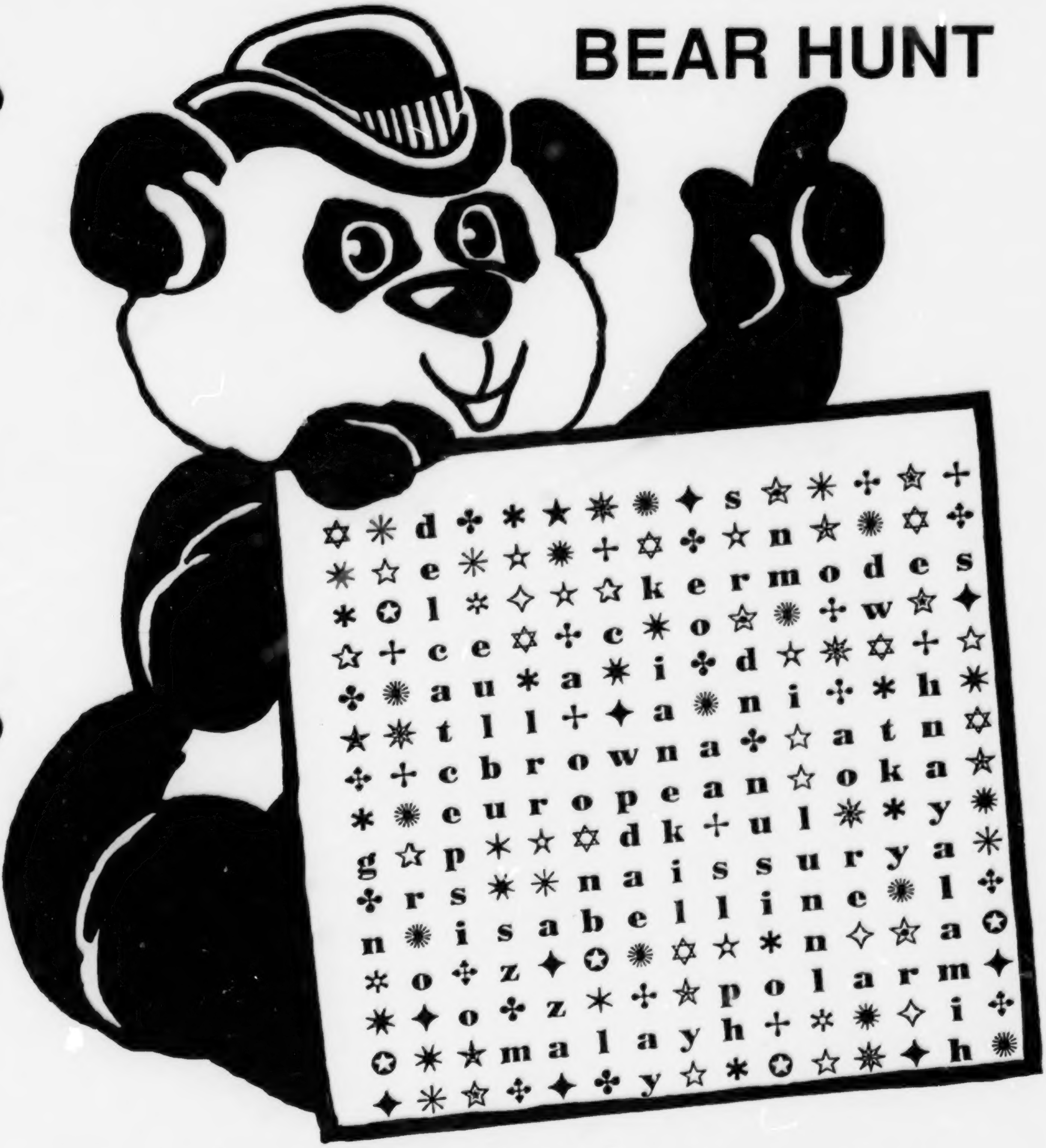
Famous Zoo Pandas



Pandora
Ming
Su-Lin
Pan-dee
Pan-duh
Lien-Ho

Fill in the spaces with the names of 6 famous zoo pandas. Some clues have been given to help you.

BEAR HUNT



✡	✳	d	✣	✱	★	✵	✺	✦	s	✩	✳	✣	✩	✛
✳	✩	e	✳	✩	✵	✛	✡	✣	☆	n	✩	✺	✡	✣
✱	✪	l	✲	✧	☆	✩	k	e	r	m	o	d	e	s
✩	✛	c	e	✡	✣	c	✵	o	✩	✺	✣	w	✩	✦
✣	✺	a	u	✱	a	✵	i	✣	d	☆	✵	✡	✛	✩
★	✵	t	l	l	✛	✦	a	✺	n	i	✣	✱	h	✳
✣	✛	c	b	r	o	w	n	a	✣	✩	a	t	n	✡
✱	✺	e	u	r	o	p	e	a	n	✩	o	k	a	✩
g	✩	p	✳	☆	✡	d	k	✛	u	l	✵	✱	y	✺
✣	r	s	✵	✳	n	a	i	s	s	u	r	y	a	✳
n	✺	i	s	a	b	e	l	l	i	n	e	✺	l	✣
✲	o	✣	z	✦	✪	✺	✡	☆	✱	n	✧	✩	a	✪
✵	✦	o	✣	z	✳	✣	✩	p	o	l	a	r	m	✦
✪	✳	★	m	a	l	a	y	h	✛	✲	✺	✧	i	✣
✦	✳	✩	✣	✦	✣	y	☆	✱	✪	☆	✵	✦	h	✺

Test your mind...there's twenty to find!

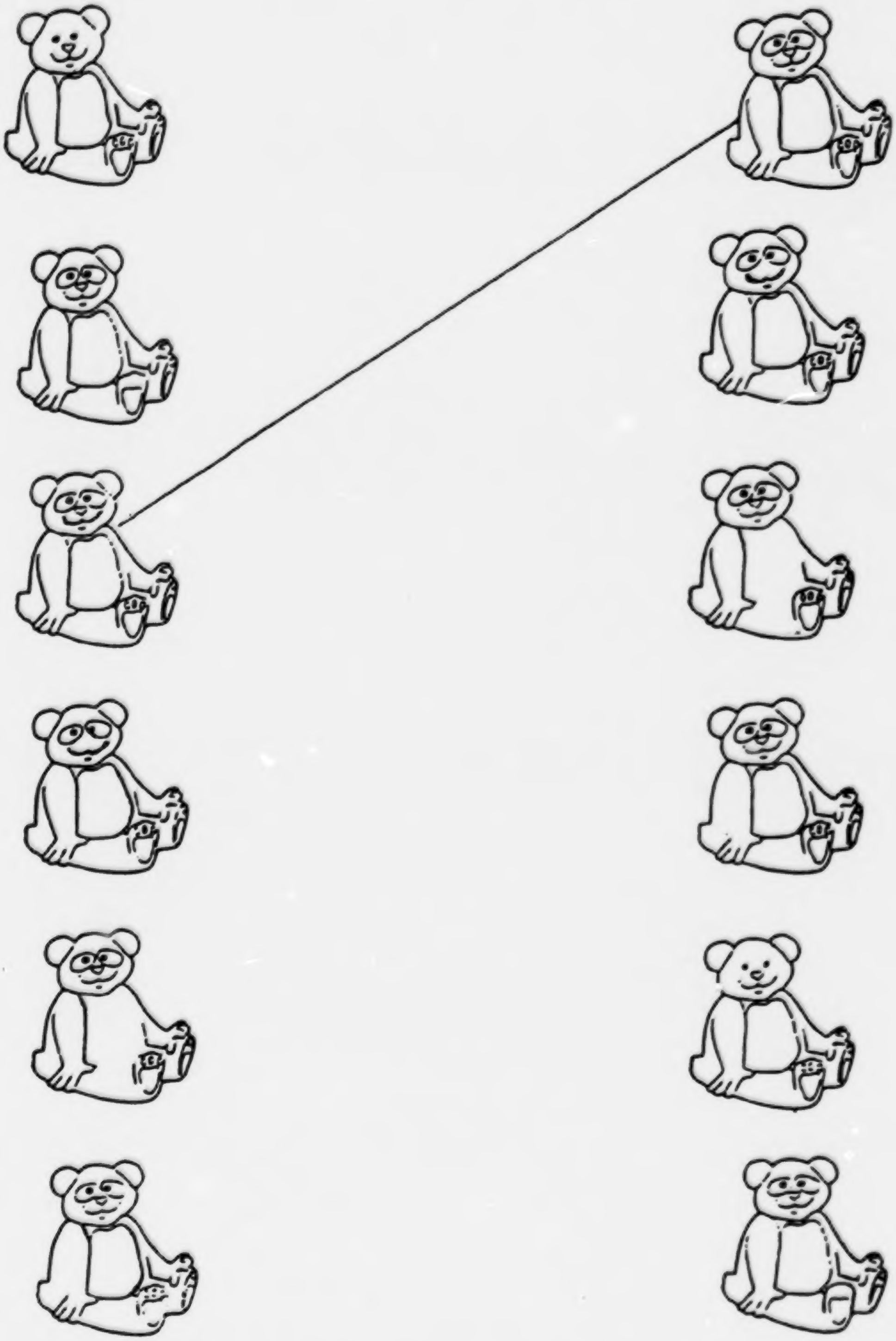
See if you can find the following bears.

Andean
black
blue
brown
European

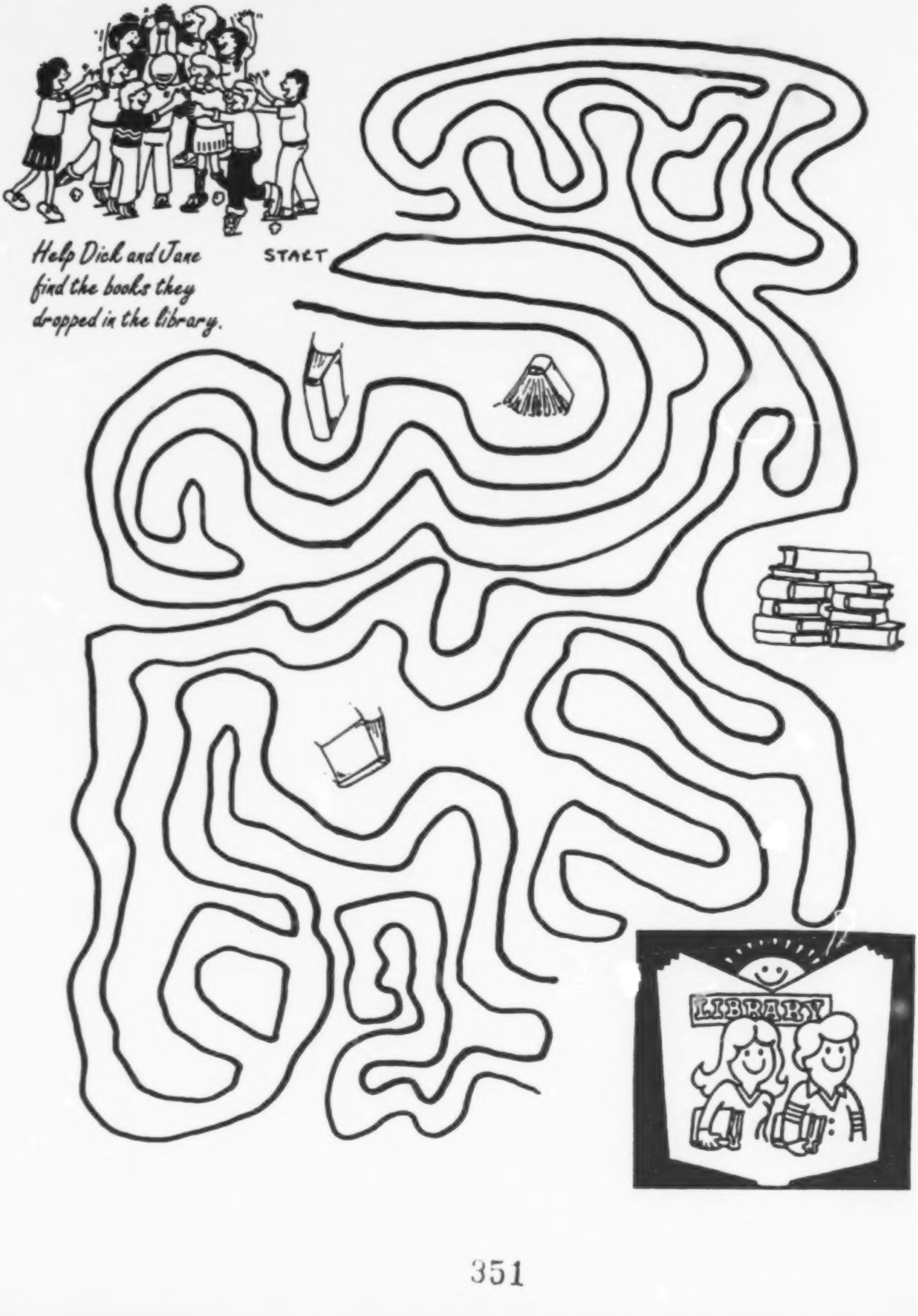
grizzly
Himalayan
honey
isabelline
Kenai

Kermodes
Kodiak
Malay
moon
polar

Russian
sloth
snow
spectacled
sun



TWO OF US ARE ALIKE BUT DIFFERENT THAN ALL THE REST.
CAN YOU MATCH ME UP TO MY TWIN?



Help Dick and Jane find the books they dropped in the library.

START
LIBRARY

FIND THE WORD.....

J	L	F	F	P	A	N	D	A	L
J	Q	C	D	U	G	K	T	C	D
P	K	E	P	A	N	D	A	L	G
D	N	P	T	A	Q	E	F	J	U
P	A	A	D	A	N	L	W	O	C
T	J	N	U	H	A	D	N	A	P
K	F	D	S	J	N	T	A	F	U
U	Q	A	P	L	G	K	Q	L	G
N	T	G	E	Q	P	A	N	D	A

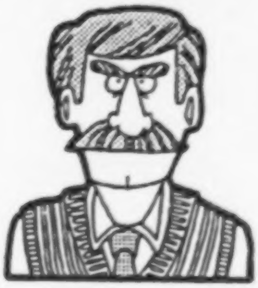
How many times you can find the word PANDA in this puzzle vertically, horizontally, diagonally & backwards.

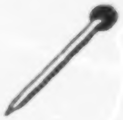
WHEN PANDAS MAKE AN UPROAR WITH BOOKS YOU HAVE:

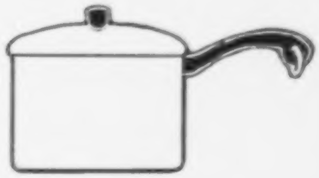
"PANDAMONIUM"

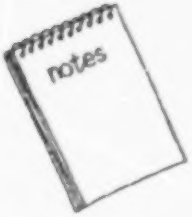
AT THE LIBRARY

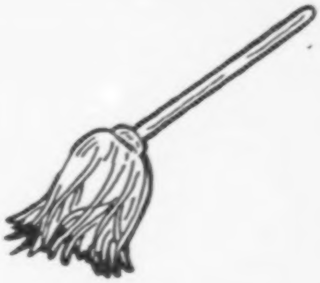
Using only the letters in "Pandamonium",
see if you can write the name of the pictures in the boxes below.

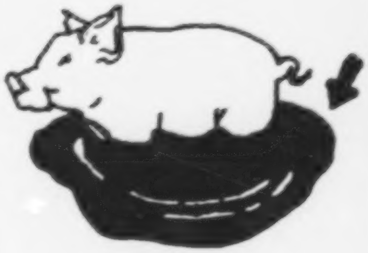


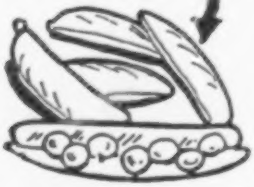


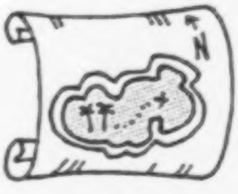


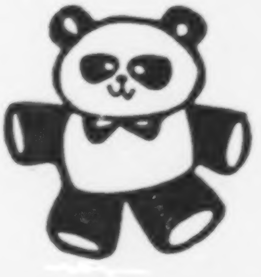






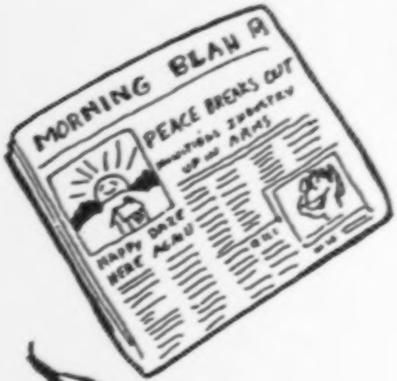


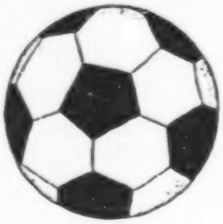


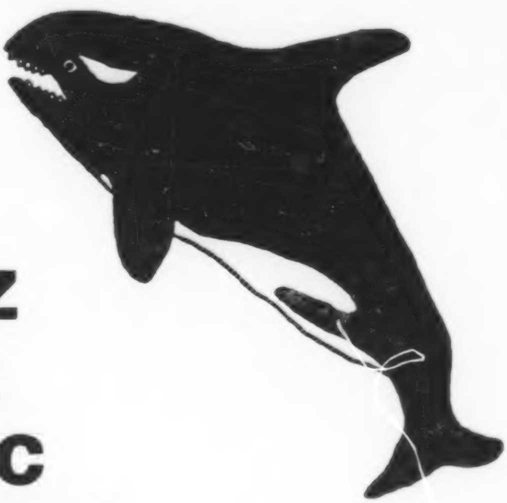


BLACK AND WHITE

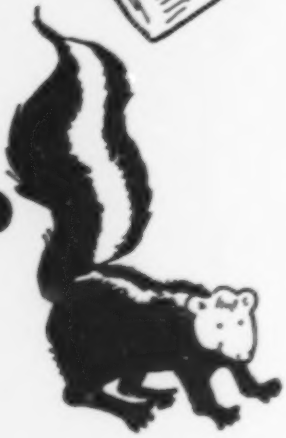
UNSCRAMBLE THE WORDS AND MATCH THEM TO THE PICTURE.

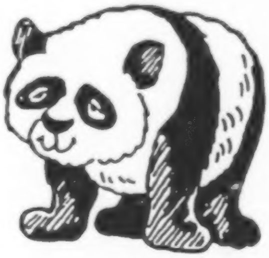

MORNING BLAH
PEACE BREAKS OUT
HAPPY DAZE HERE AGAIN

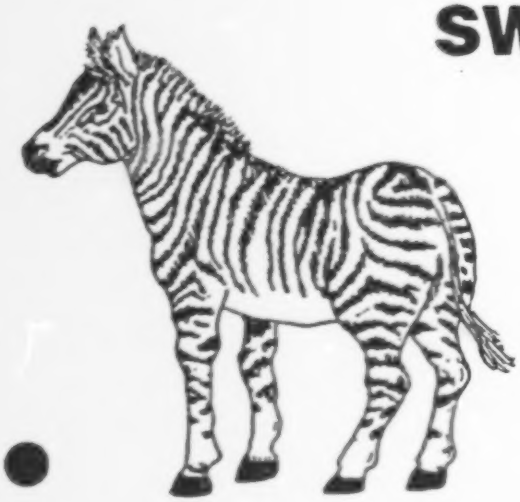


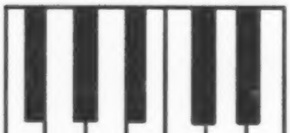


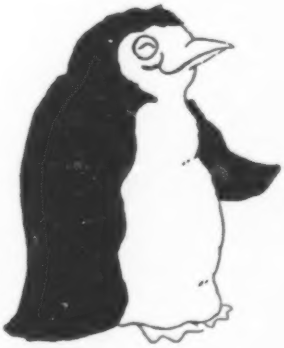
RABEZ
CORA
CROSEC
PNAAD RABE
UPENING
NAPIO YEKS
KNUSK
SWEEPRANP



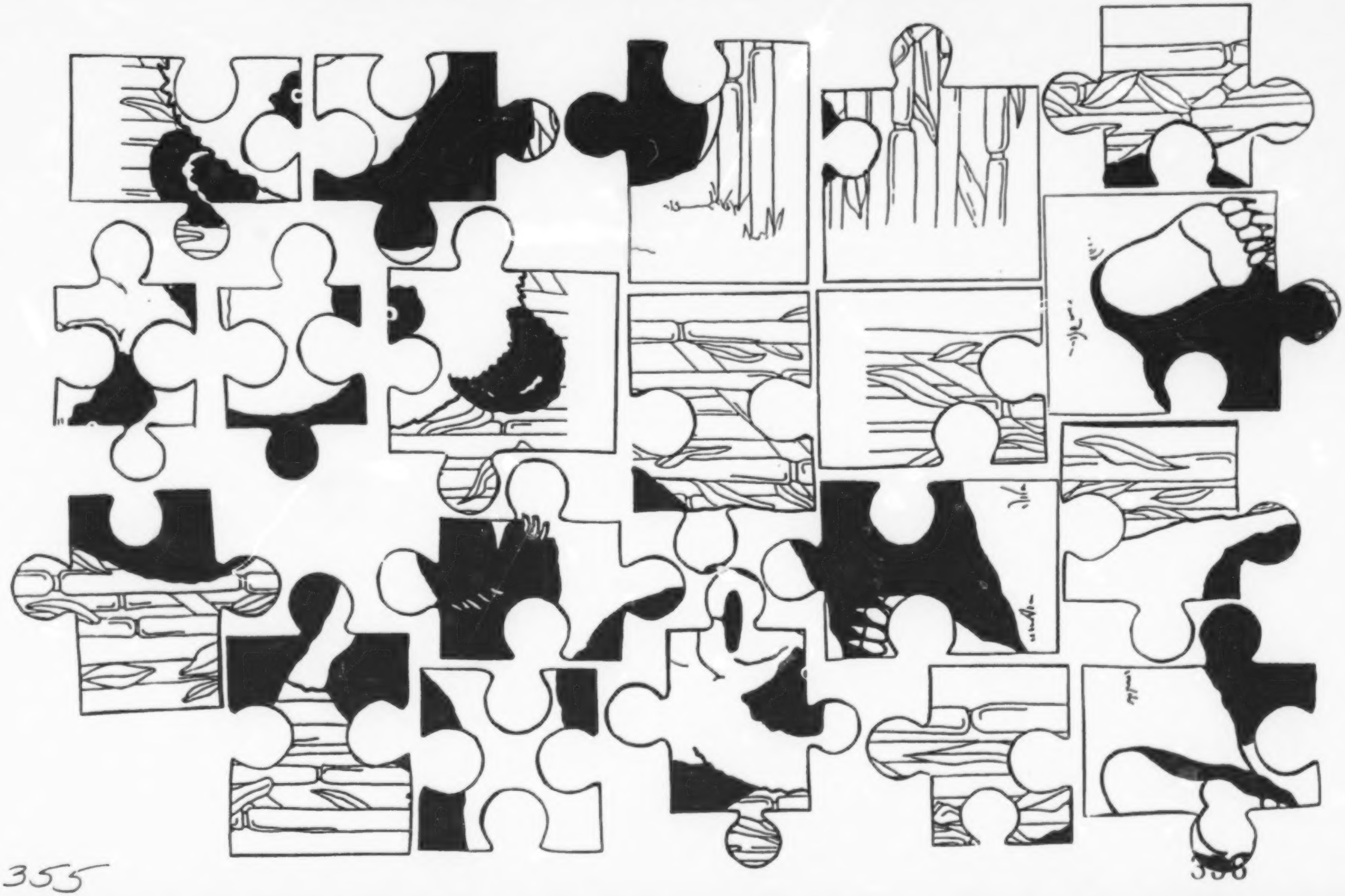


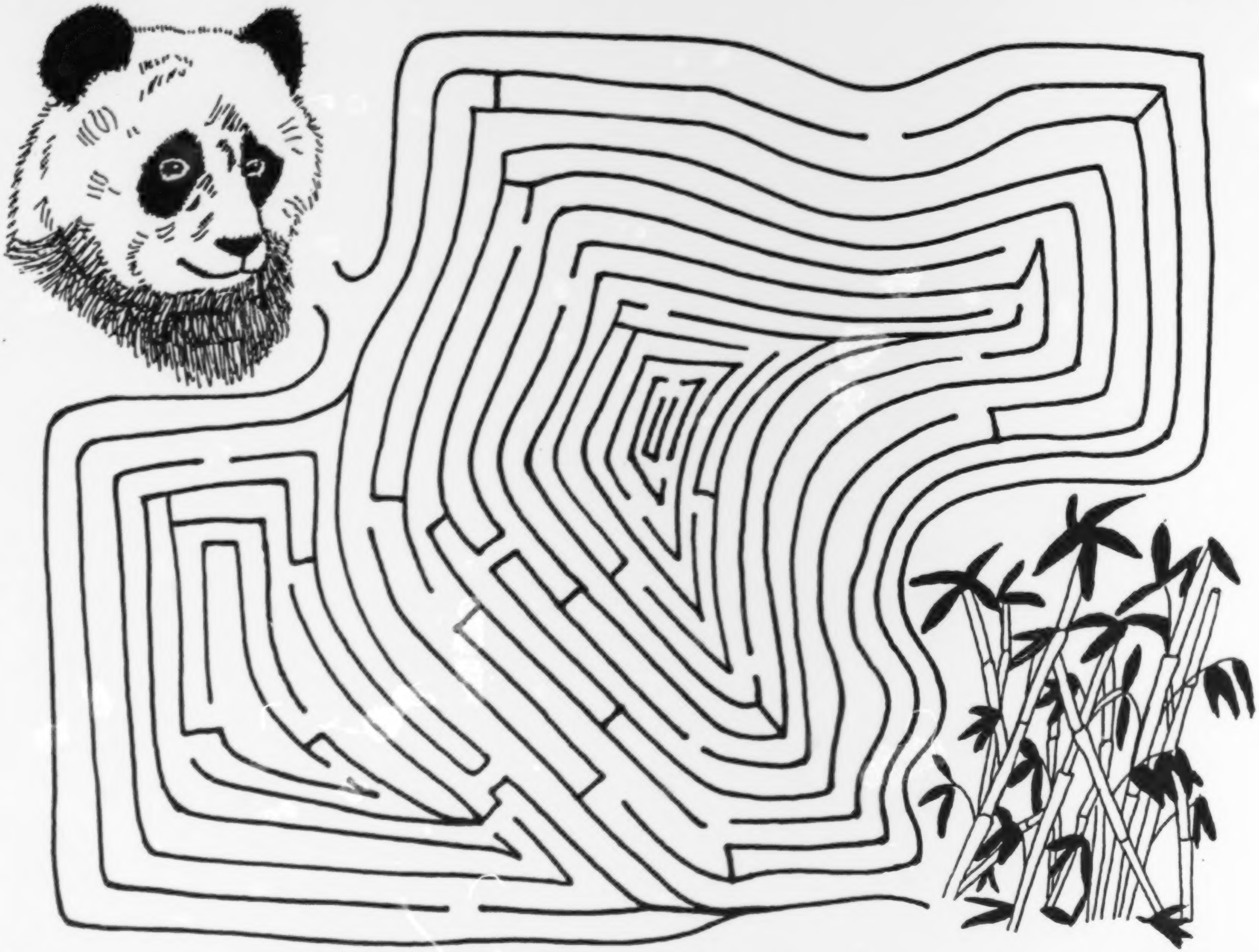






Cut out the puzzle pieces and see who is hiding in the bamboo.





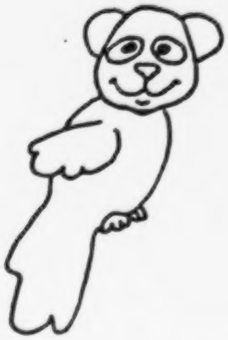
Help Panda find the bamboo forest.

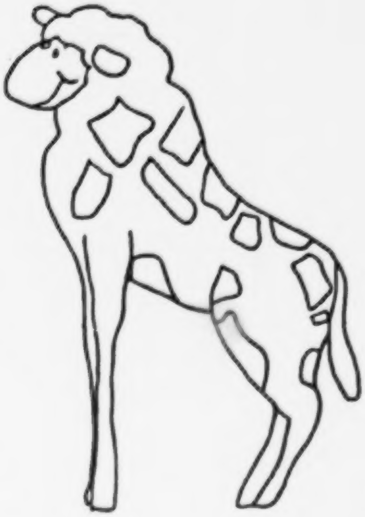
Find 10 words about Pandas in the puzzle below.

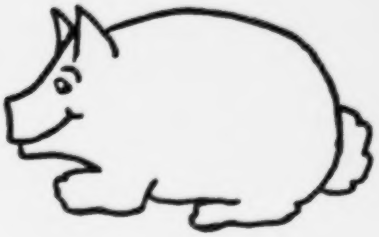
A Z C H I N A D F N
Q P R O D I Z O O S
V A S B L A C K R T
E N D A N G E R E D
M D B E A R I C S K
B A M B O O Y U T D
F W H I T E G B A T

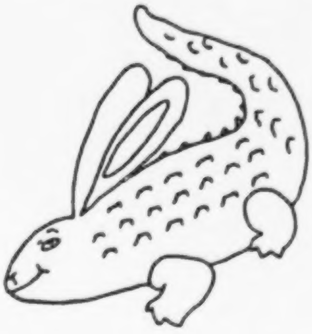
PANDEMONIUM AT THE ZOO

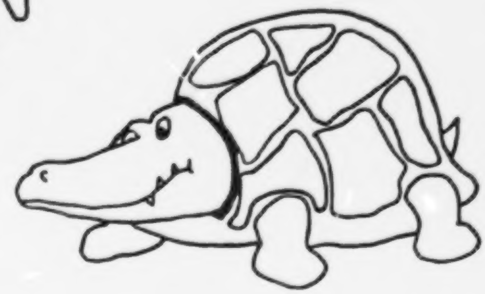
There are 9 mixed-up animals. Can you match the heads to the correct bodies and name the animals?

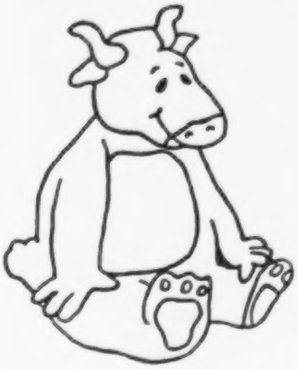


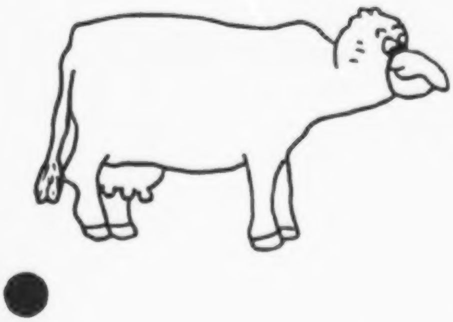


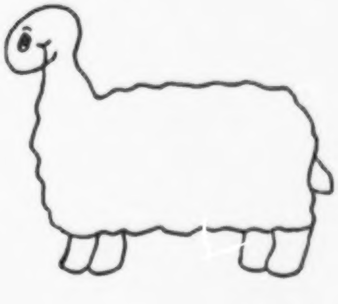


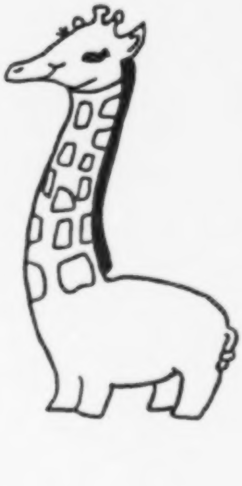




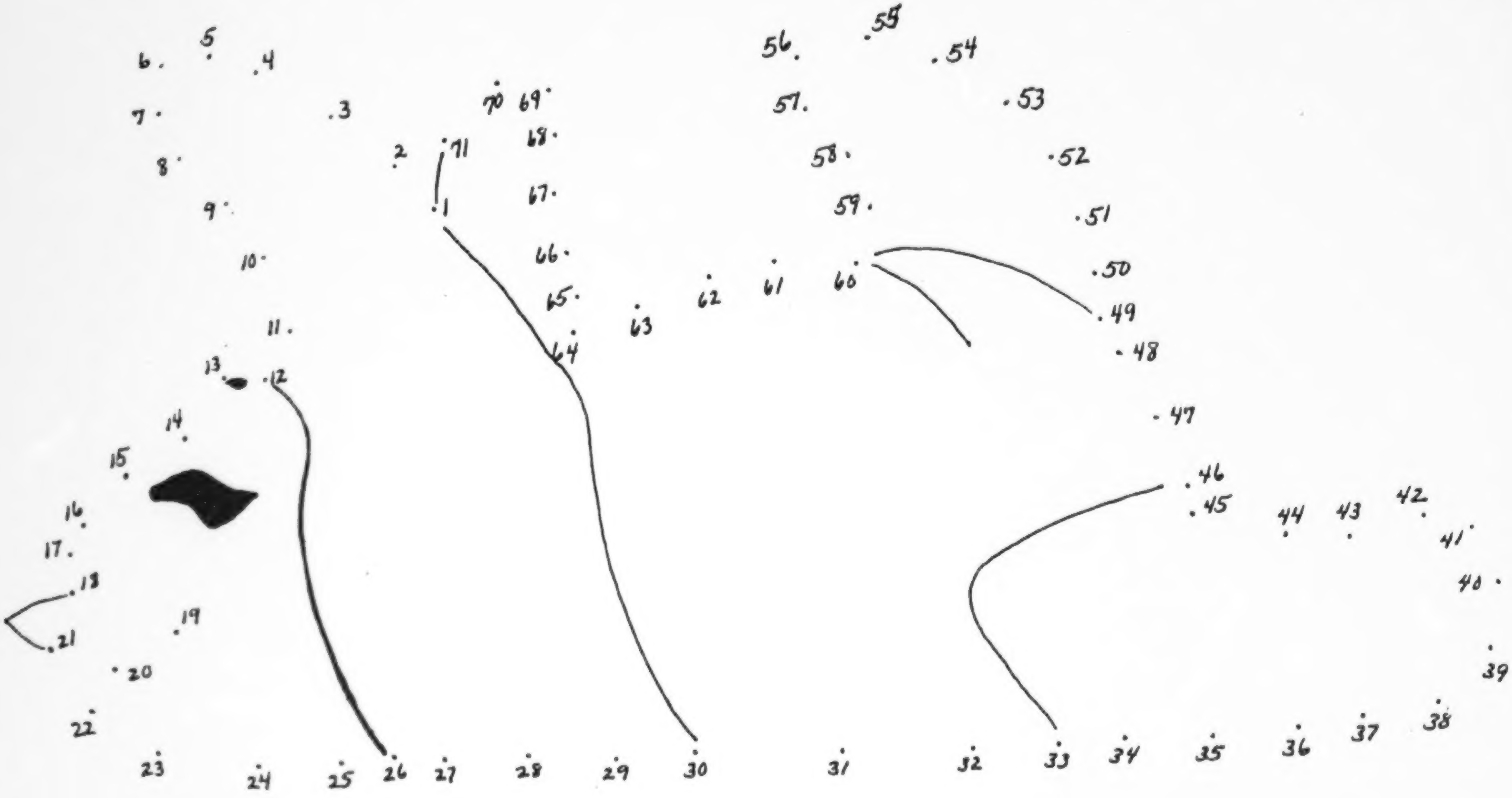




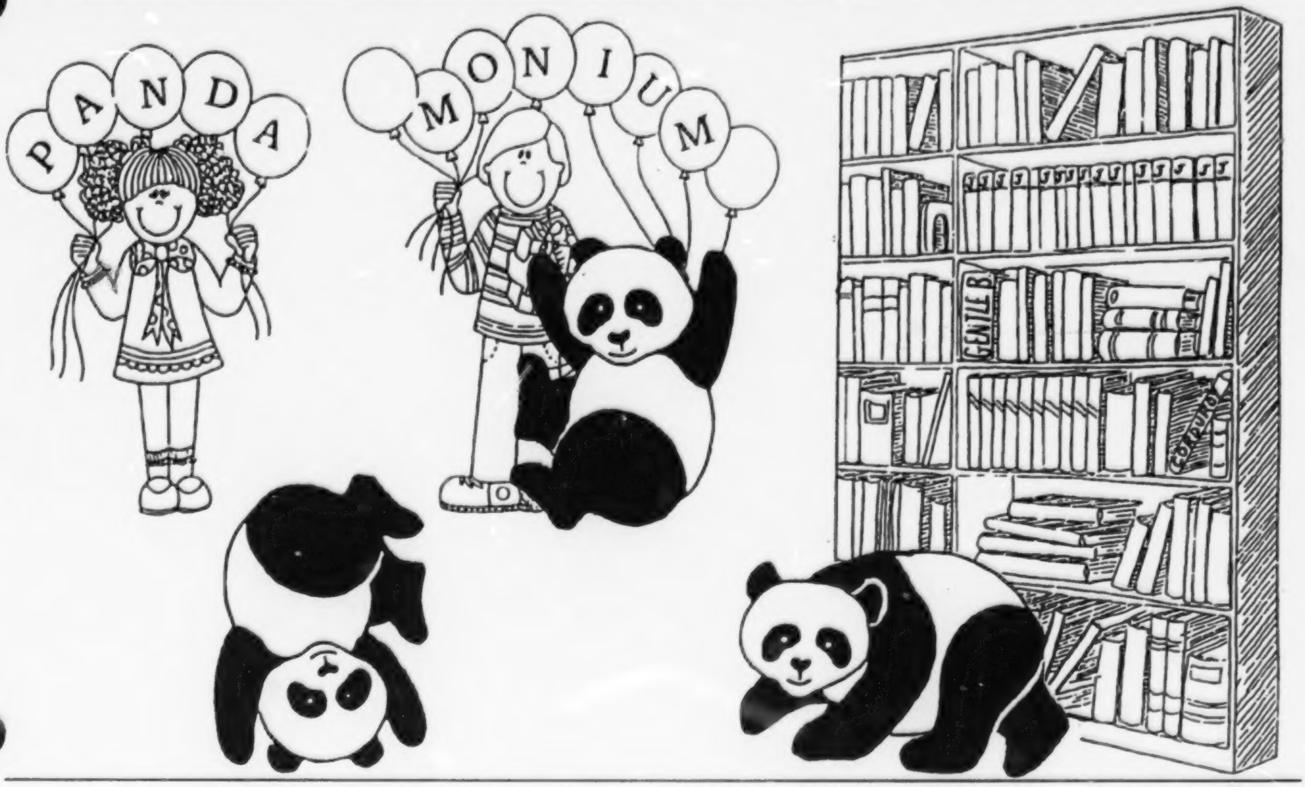


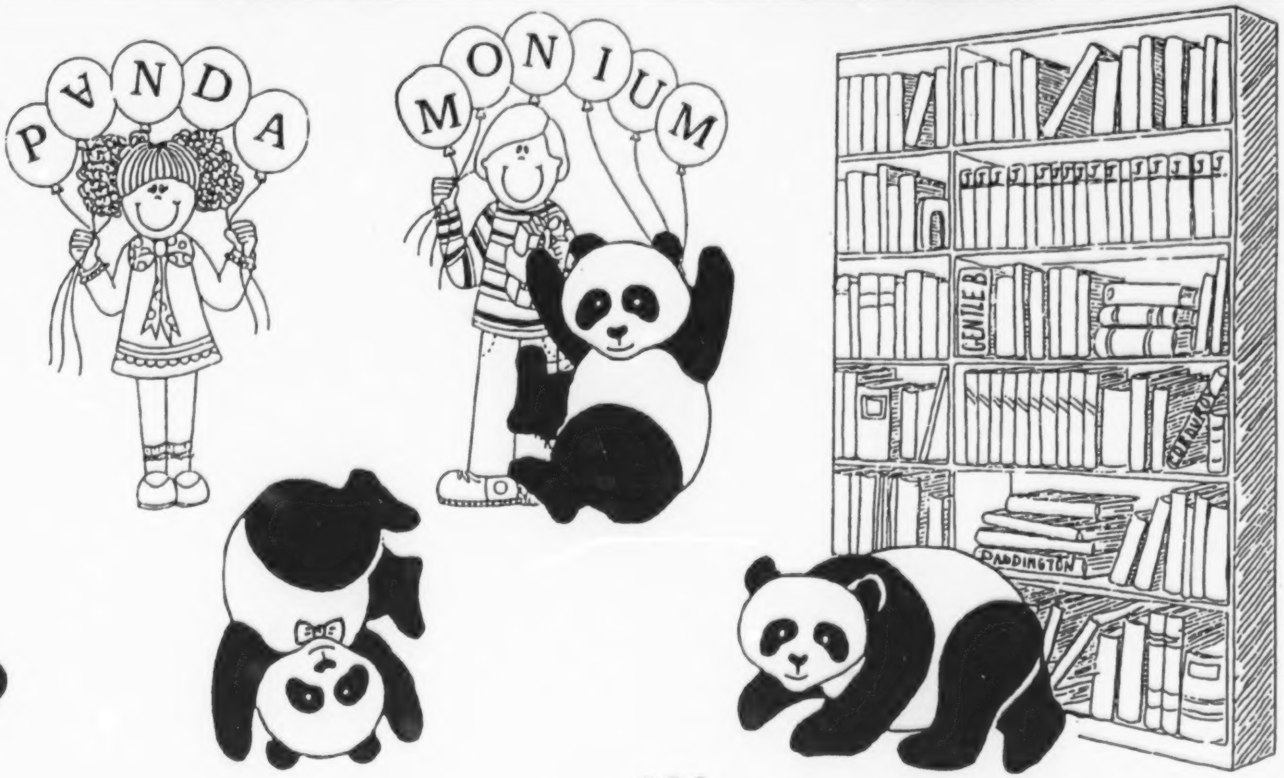


Connect the dots to discover a mystery friend.


1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70
71

FIND 6 DIFFERENCES BETWEEN THE PICTURES


PANDA
MONIUM
GENTLE B
CORDUROY


PANDA
MONIUM
GENTLE B
CORDUROY
PADDINGTON

CHINA ABC

Learn more about the fascinating country in which the giant panda lives - China - by completing a word for each letter of the alphabet.

A ___ Continent in which China lies.

B ______ Capital city of China.

C _________ Chinese eating utensils.

D ______ Animal often found in Chinese legends.

E ______ Name of the highest mountain in China.

F ________ ____ Another name for Beijing, so called because ordinary people were not allowed inside.

G ____ ____ Famous wall over 2,000 miles long built around 214 B.C.

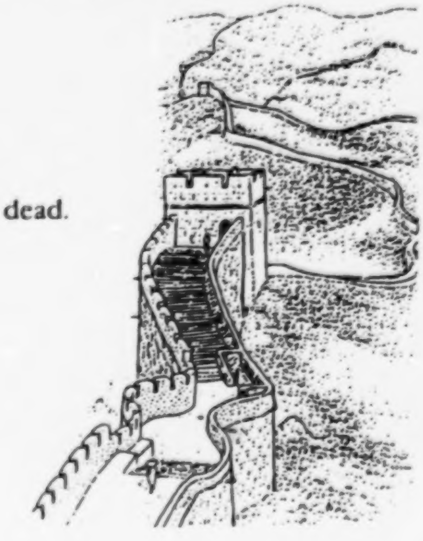
H ________ Mountain range in China.

I ____ Hard white substance taken from elephant tusks and used to make carvings that are popular in China.

J ____ Traditional Chinese house boats used for fishing.

K ___ A light frame covered with paper or cloth and designed to be flown.

L ____ ____ Small dog with a long heavy coat raised in Tibet as watchdogs.



M ______ Seasonal winds affecting climate.

N _______ ___ Holiday which falls on Oct. 1.

O ____ Drug made from poppies.

P _____ Many-storied building.

Q ___ ____ ________ April festival to honor the dead.

R ___ The leading plant grown in China.

S ___ Smooth fabric made from the cocoons of silkworms.

T __ Most popular beverage in China.

U ______ Fantasy animal in Chinese legends.

V _________ Main ingredients in stir fry meals.

W __ Deep, round pan used to cook stir fry dishes.

X ___ Chinese flute.

Y ______ _____ World's third longest river and China's longest.

Z ___ _____ Foreign minister of China when Communists took control in 1949.

NAME THE FAMOUS BEARS

Fill in the blank spaces with the names of famous bears and discover a secret message.

1. ○ _ _ _   _ _ _ _
2. _ _ _ _ _ _   _ _ _   _ ○ _ _
3. _ _ _ _ ○ _ _ _
4. _ _ _ _ _ _ _ _ _ _ _ _ ○○ _
5. _ ○ _ _ _ _   _ _ _
6. "○ _ _ _ _ _ _ _ _ _   _ _ _ _ _
7. _ _ _   _ _ _   _ ○ _ _
8. _ ○ _ _ _
9. _ _ _ _ _ _ _ _ _ _   _ _ _ ○
10. _ _ _ _ ○"   _ _ _ _
11. _ _ _ _   _ _ _ _ ○
12. _ ○ _ _ _ _   _ _ _   _ _ _ _
13. _ _ _ _   _ _ _ _ ○
14. _ _ _ _ _ _   _ _ _ ○
15. _ _ _ ○ _

1. Famous Hanna-Barbera cartoon bear who lives in Jellystone National Park and considers himself smarter-than-the-average bear.
2. A.A. Milne wrote about Tigger, Eeyore, Christopher Robin and this famous bear.
3. A department store teddy bear who spent an evening searching for his lost coverall button.
4. National Park in Wyoming famous for its geysers, hot springs and bears who approach people for food.
5. Alaskan brown bear story authored by Walt Morey.
6. Cartoon bear family from Bear Country consisting of Mama, Papa, Brother Bear and Sister Bear.
7. Yogi Bear's sweet and innocent sidekick.
8. Famous singing bear in Walt Disney's version of Rudyard Kipling's Jungle Book.
9. Michael Bond's famous teddy "from darkest Peru" who adopted the name of the English railway station where he was found.
10. Don Freeman's circus bear who rides a unicycle.
11. 1980's pastel-colored bears with tummy pictures that help children understand their feelings.
12. Bear mascot dressed in jeans and park ranger hat who advertises to "help prevent forest fires."
13. Created by Walter Lantz, this cartoon "bear" served as a foil to Woody Woodpecker during the 1940's.
14. Muppet with a pink nose, little brow hat and an earnest manner who drives to Hollywood with his friend Kermit the frog in "The Muppet Movie."
15. One of the two colors in pandas.

Using the clues given, see if you can come up with the right word to fill in the blank. If you have the correct answers, the circled letters will tell you where you can find more information on bears!

Named because the white circles around its eyes make it look like it's wearing glasses, this is the only species of bear that lives wild in South America.

_ _ _ _ _ _ _ (_) _ _

One of the world's largest bears, this is a member of the Alaskan Brown Bear family and is named for the island it comes from.

_ _ _ (_) _ _

Most bear _?_ are born during their mother's winter sleep period and weigh only 1/2 to 1 pound at birth.

_ _ (_) _

This bear gets its name from the white hairs that grow in its brown coat making it look grizzled. It has long, curved claws that it uses to dig out ground squirrles and mice to eat.

_ (_) _ _ _ _ _

These bears are native to the bamboo jungles of China. Nicknamed the "Hermit of the Forest" because they live most of their lives alone, an adult bear can eat up to 40 pounds of bamboo a day!

_ _ _ _ (_)

These beautiful white bears live in the regions bordering the Artic Ocean and are the best swimmers of all bears. They can also run up to 35 M.P.H. which is fast enough to catch a reindeer!

_ _ _ _ (_)

This National Park is home to about 200 Grizzley bears and a very famous geyser named "Old Faithful".

(_) _ _ _ _ _ _ _ _ _ _

See if you can go from the top to the bottom word in each set using the spaces given.
You may change only one letter at a time.

BEAR

– – – –

– – – –

– – – –

BOOK

CUBS

– – – –

– – – –

– – – –

– – – –

MYTH

TEETH

– – – – – –

– – – – – –

– – – – – –

– – – – – –

– – – – – –

TALES

CHINA

– – – – – –

– – – – – –

– – – – – –

– – – – – –

– – – – – –

– – – – – –

STORY

CLAW

– – – –

– – – –

– – – –

– – – –

– – – –

READ

BLACK

– – – – – –

– – – – – –

– – – – – –

– – – – – –

– – – – – –

– – – – – –

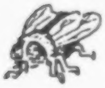
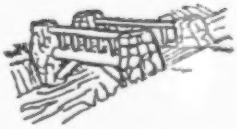
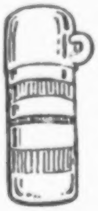
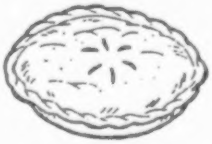
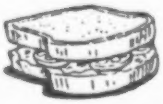
– – – – – –

– – – – – –

WHITE

All in the Family!

Using the pictures below to break the code,
replace the numbers with letters and discover the secret message.

1 2 3   4 5 6 7 8 9   10 11 9 5 14 15 16   17 6 9   16 21 22 7 24 6 26 11

7 15 9 16   10 11 9   17 21 22 7 21   4 9 2 15 22 8   10 15   10 11 9

5 21 26 26 15 15 22   1 21 14 6 2 3

15 5   10 11 9   4 9 21 5   1 21 14 6 2   3?

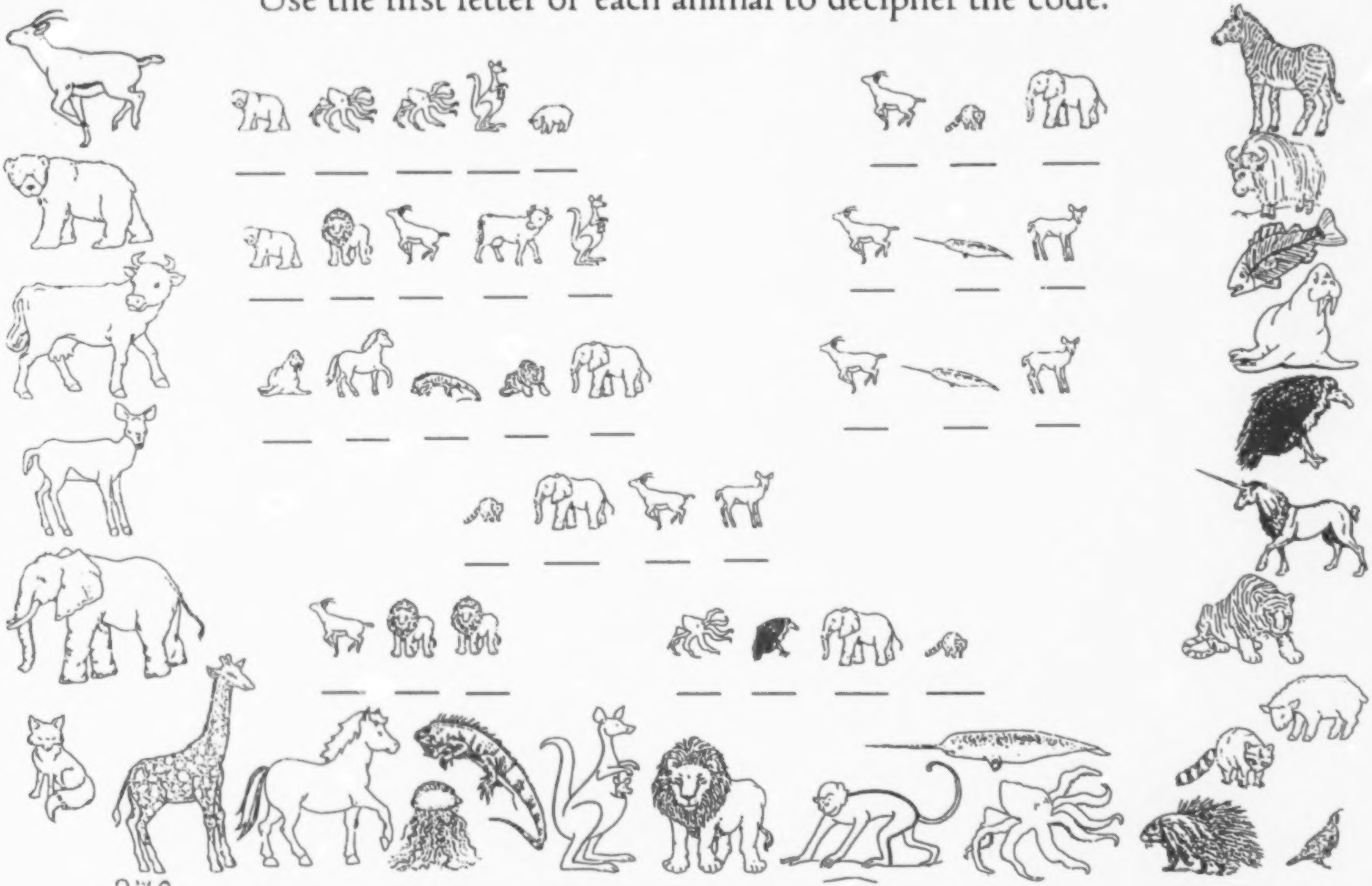
15 5

6 16   21   17 21 22 7 21   6 22   21   1 21 14 6 2 3

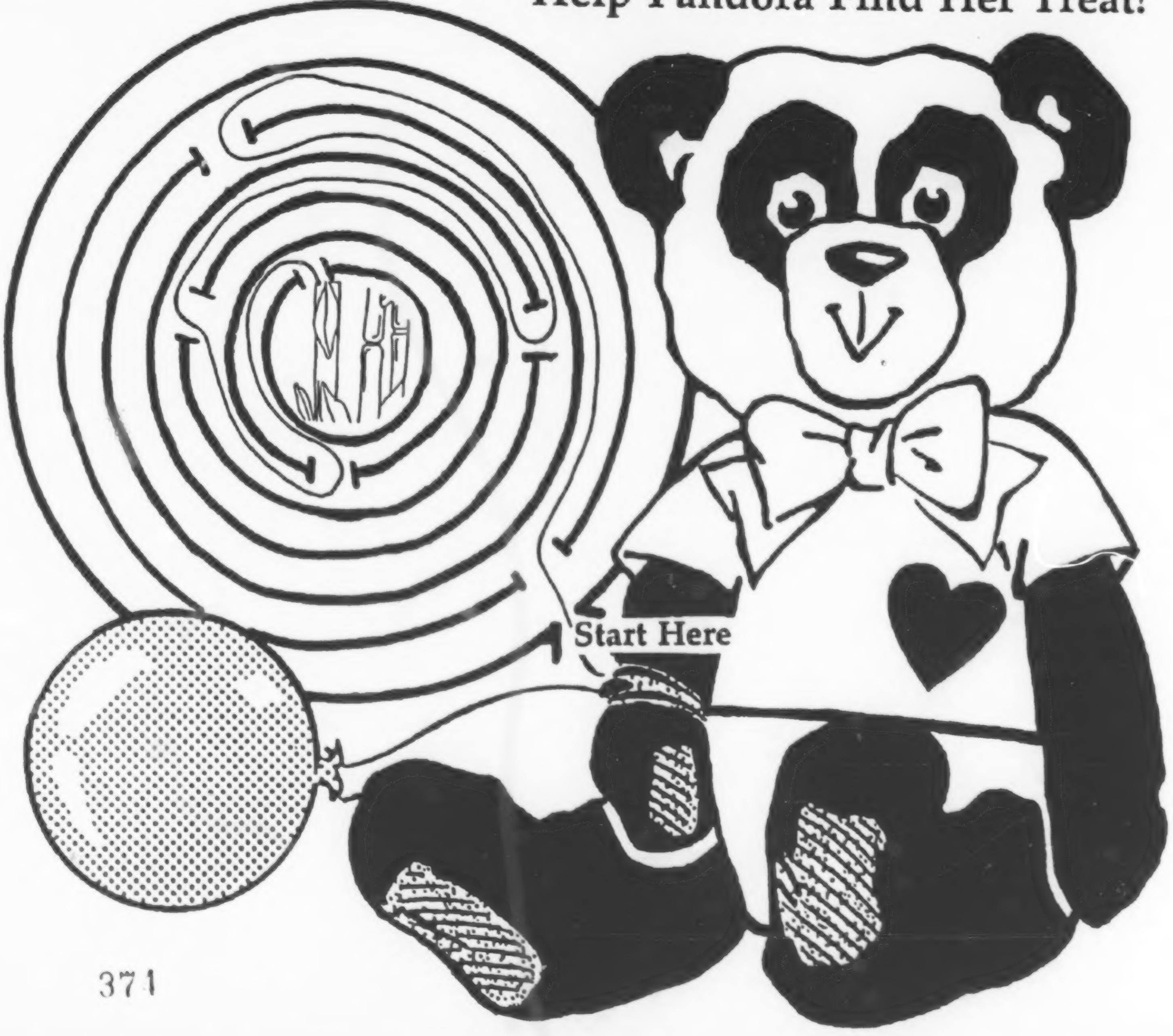
15 1   6 10' 16   15 24 22?

ANIMAL ALPHABET

Use the first letter of each animal to decipher the code.

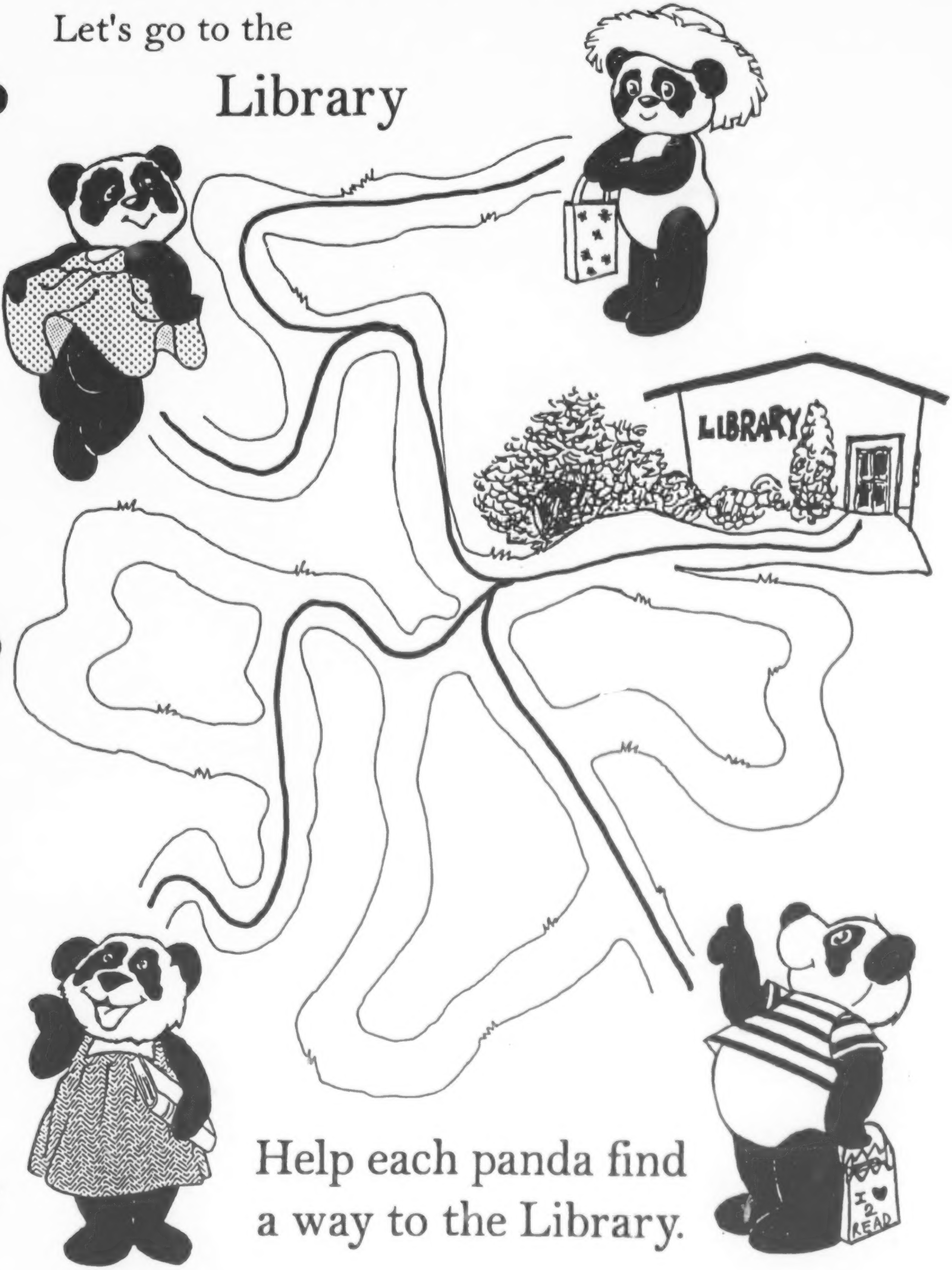


Help Pandora Find Her Treat!



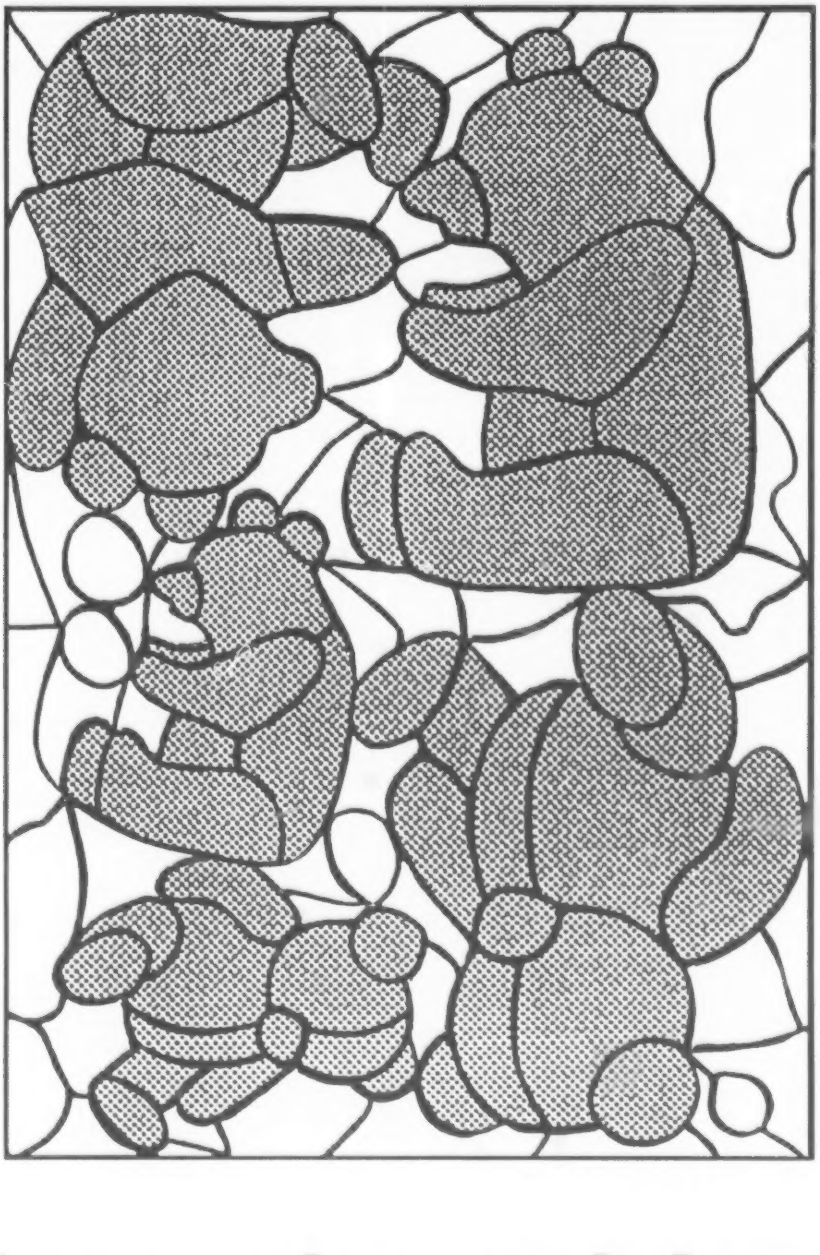
Let's go to the

Library


LIBRARY
I ♥ 2 READ

Help each panda find
a way to the Library.

COLOR THE BEARS



5

If you color each bear a different color, how many crayons will you need?

WHERE ARE THE PANDAS? ANSWERS

THERE ARE 60-70 PANDAS IN ZOOS IN CHINA; UNSCRAMBLE THESE LETTERS TO FIND OUT WHERE OTHER ZOOS WITH PANDAS ARE LOCATED

WASHINGTON, D.C.

MEXICO CITY

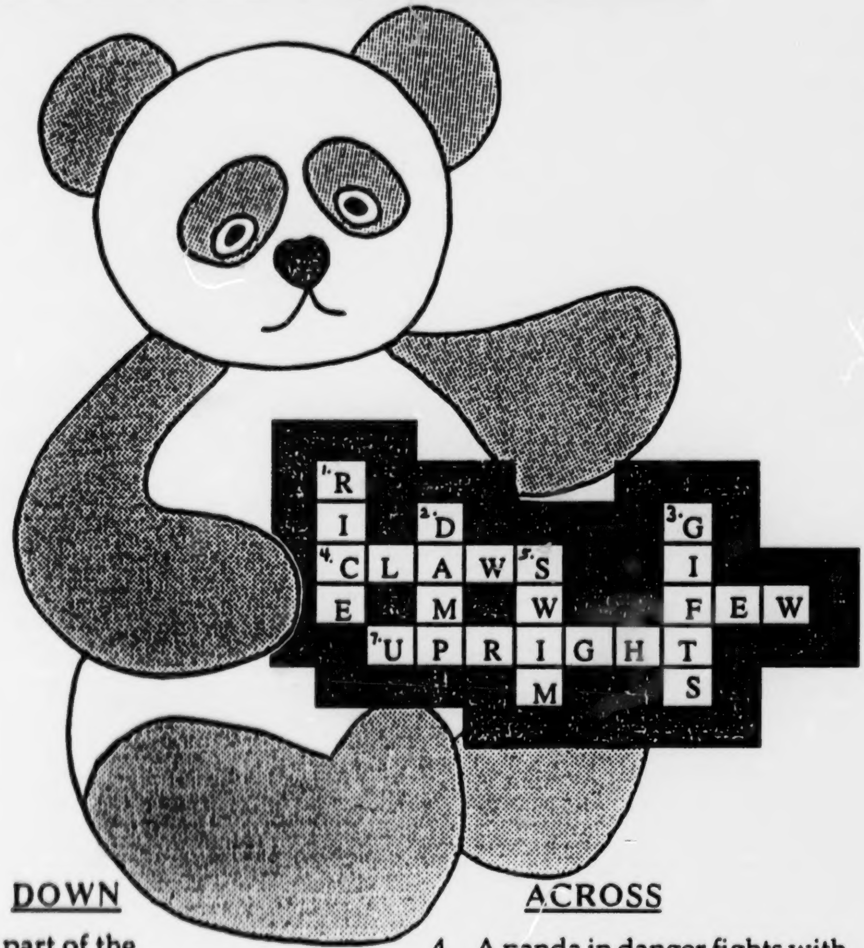
TOKYO, JAPAN

MADRID, SPAIN

PARIS, FRANCE

BERLIN, GERMANY

PANDA CROSSWORD


1. R
I 2. D 3. G
4. C L A W 5. S I
E M W F E W
7. U P R I G H T
M S

DOWN

1. A large part of the diet of a panda in captivity is______ .

2. Pandas prefer a cool, _______ climate.

3. The panda is a protected species. Therefore, they usually come as _____ to zoos.

5. Pandas like to splash in water, but they can't ______ .

ACROSS

4. A panda in danger fights with his teeth and _______ .

6. Pandas have only a ______ enemies.

7. Pandas like to lean against a tree and eat sitting _____ .

Choose your answers from these words: hot, tall, upright, ten, dry, gifts, swim, few, damp, bamboo, feet, bananas, claws, rice, presents, many, inverted.

BEARS IN BOOKS

The Big Hungry Bear loves red, ripe strawberries.

Ralph is the bear who needs a perfect nose.

Big Bad Bruce becomes as small as a chipmunk.

Winnie The Pooh was stuck in a hole after too much honey.

Berlioz is a violin-playing bear.

"Help Prevent Forest Fires", says Smokey The Bear.

Albert the Running Bear is into physical fitness.

A Care Bear has a picture on his tummy.

Yogi Bear has a bear cub pal named Boo Boo.

You can read adventures of the 3 Berenstain Bears in picture books and in "chapter books".

The first Teddy Bear was sent to T. Roosevelt.

Choose from these bears:

Smokey the Bear
Care Bear
Big Bad Bruce
Winnie the Pooh
Berenstain Bears

Yogi Bear
Teddy Bear
Ralph
Berlioz
Albert

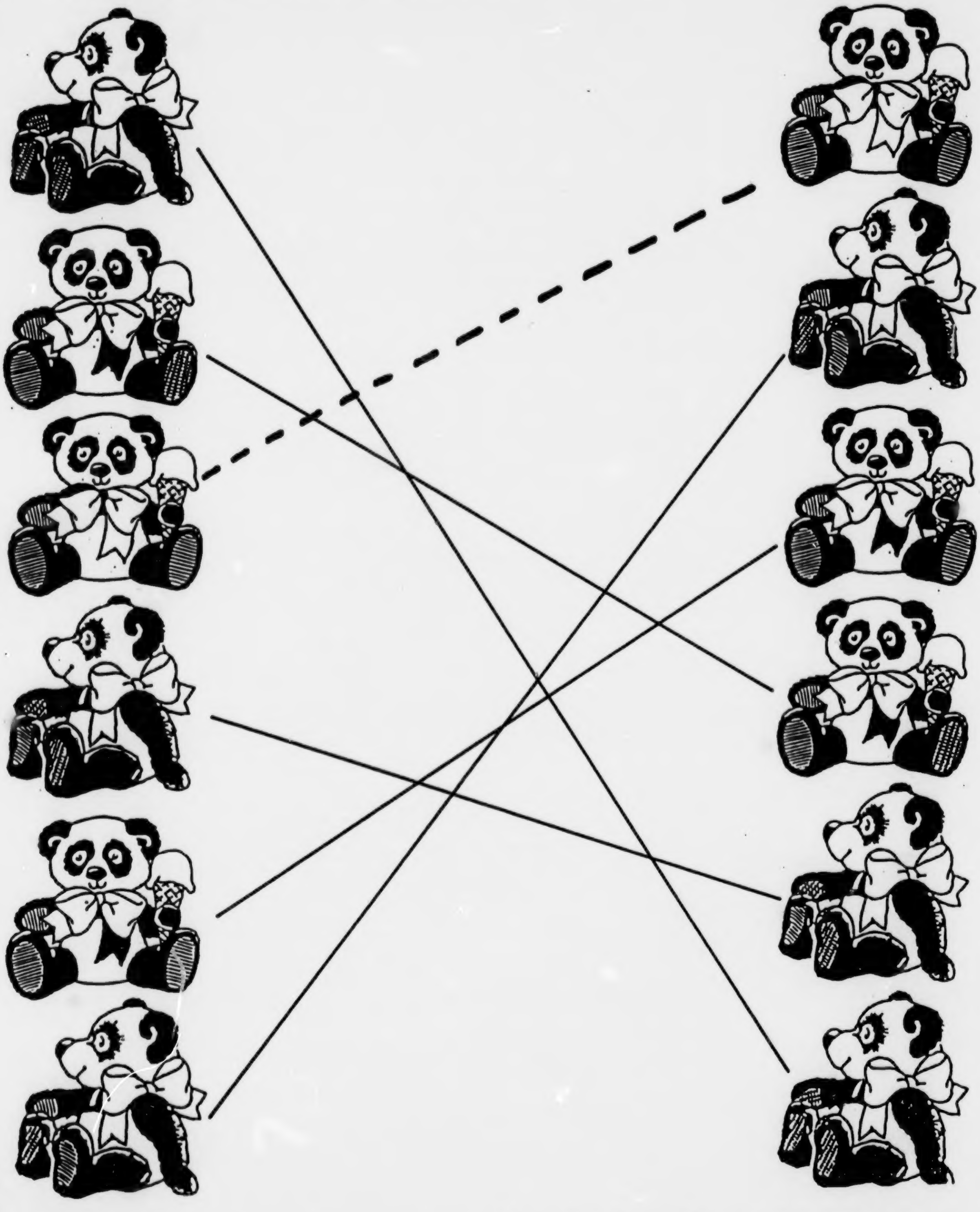
Big Hungry Bear

Libraries are "Beary" Special!

You can find wonderful things in a library.
See if you can find 20 words about libraries in the puzzle below.

P	I	M	U	S	I	C	U	D	Y	M	L	O	T
L	F	G	H	O	S	T	S	T	O	R	I	E	S
A	A	D	K	M	V	A	L	L	K	W	B	M	C
Y	C	O	C	H	I	L	D	R	E	N	R	U	Z
S	T	Z	P	Q	N	P	R	O	G	R	A	M	S
M	S	P	O	U	H	I	J	N	I	H	R	D	I
S	C	I	E	N	C	E	F	I	C	T	I	O	N
E	K	D	T	U	V	Y	A	C	I	M	A	P	L
S	T	O	R	Y	T	I	M	E	S	H	N	A	I
A	N	D	Y	G	M	A	T	I	S	R	S	J	P
L	S	U	M	M	E	R	R	E	A	D	I	N	G
M	Y	E	A	V	N	Q	A	L	I	R	B	U	R
A	A	C	T	I	V	I	T	I	E	S	L	A	I
N	R	I	B	D	M	A	G	A	Z	I	N	E	S
A	M	T	E	E	N	A	G	E	R	S	Y	J	A
C	N	E	T	O	Y	S	I	U	L	I	M	E	L
S	E	M	Y	S	T	E	R	I	E	S	E	N	V
F	U	N	R	N	A	D	V	E	N	T	U	R	E

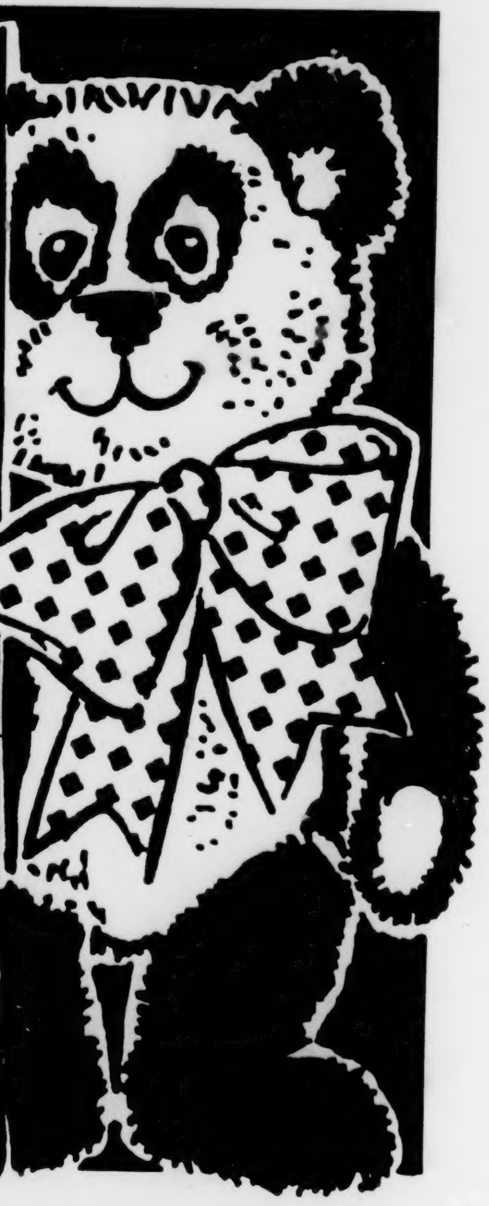
"Pandamonium" At The Zoo!



Help the Zoo Keeper find the Panda Twins.

Bears...Bears...Bears Everywhere!

g	r	i	z	z	l	y	n
h	o	n	h	b	s	u	n
o	b	r	o	w	n	o	p
b	l	u	n	a	o	o	b
m	a	c	e	c	w	n	l
w	c	k	y	s	e	a	u
r	k	s	r	l	p	o	e
o	m	a	m	o	o	n	s
g	r	z	z	t	l	p	l
s	n	w	o	h	a	s	n
y	l	r	u	e	r	o	w

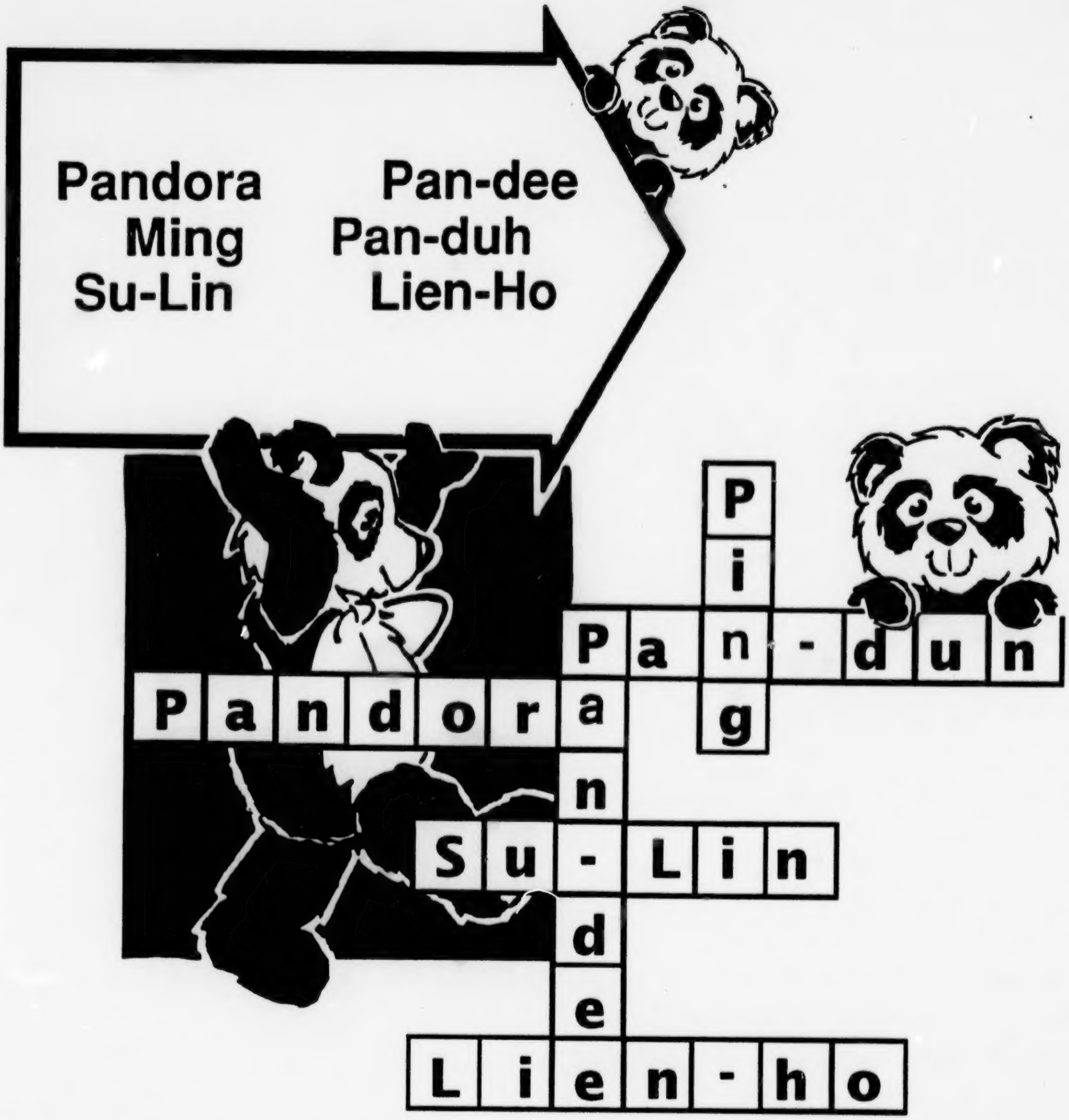


See if you can find these 10 bears.

brown **black** **blue** **grizzly** **honey** **moon**

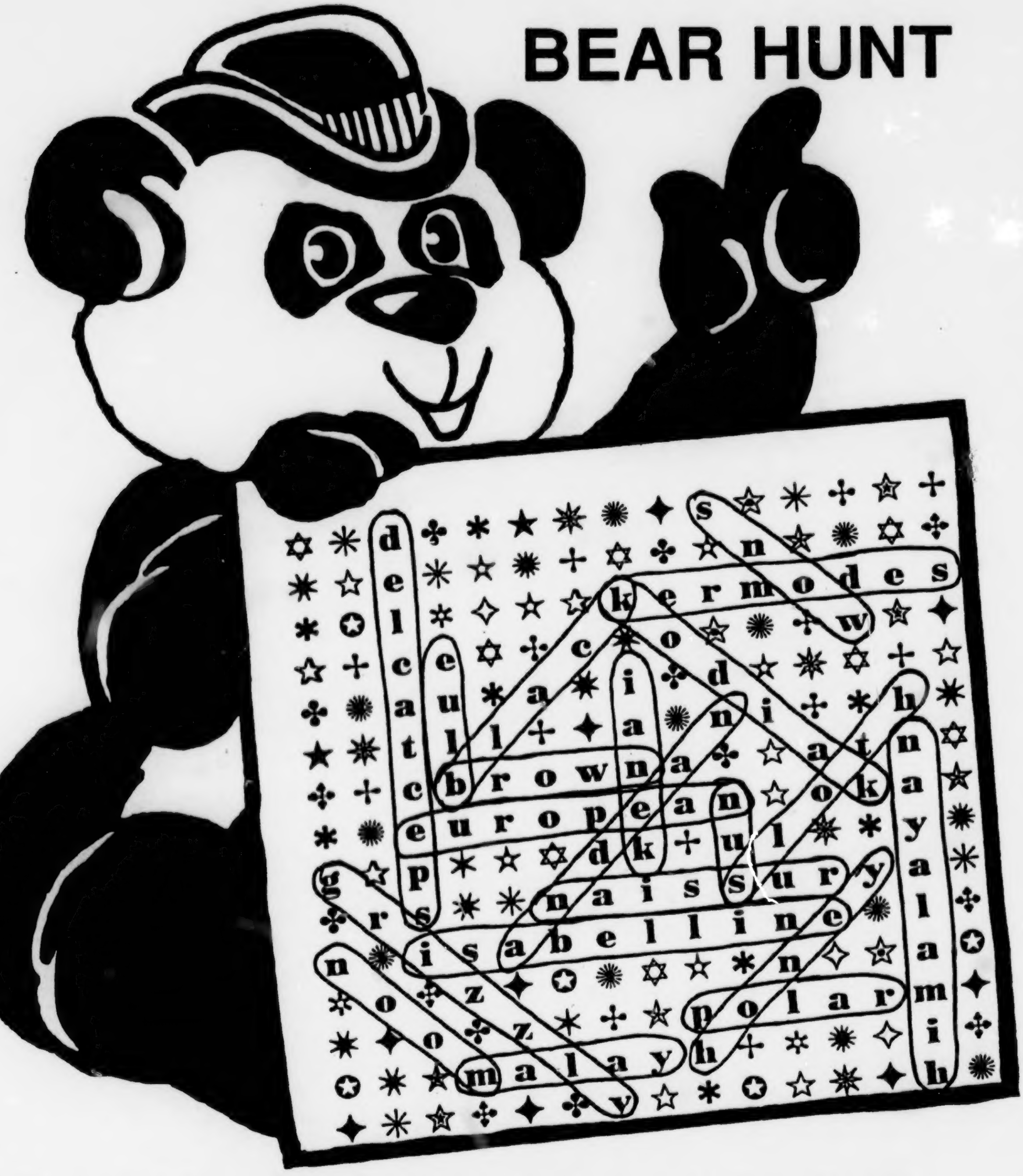
polar **sloth** **snow** **sun**

Famous Zoo Pandas


Pandora
Pan-dee
Ming
Pan-duh
Su-Lin
Lien-Ho
Ping
Pan-dun
Pandora
Pan-dee
Su-Lin
Lien-ho

Fill in the spaces with the names of 6 famous zoo pandas. Some clues have been given to help you.

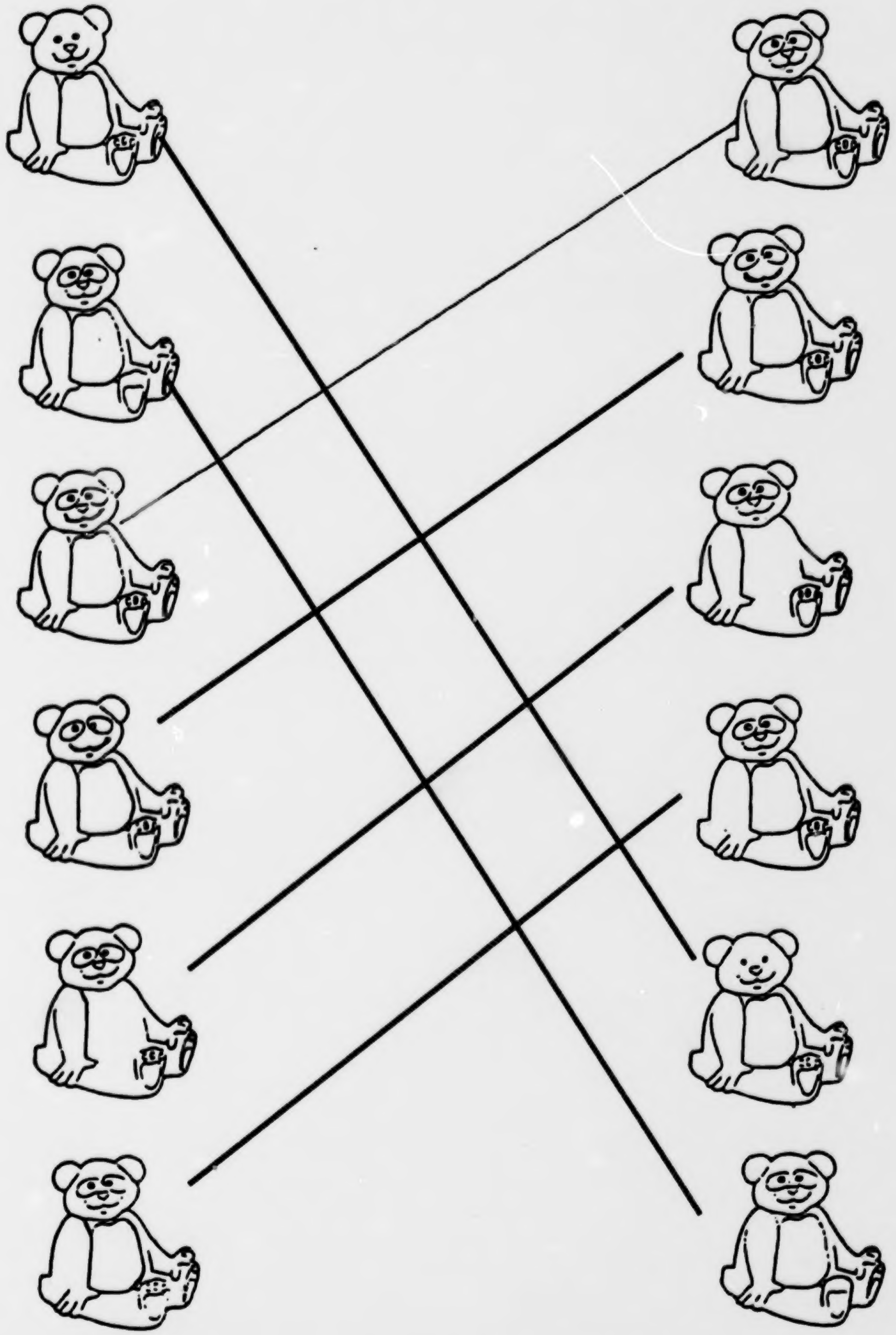
BEAR HUNT



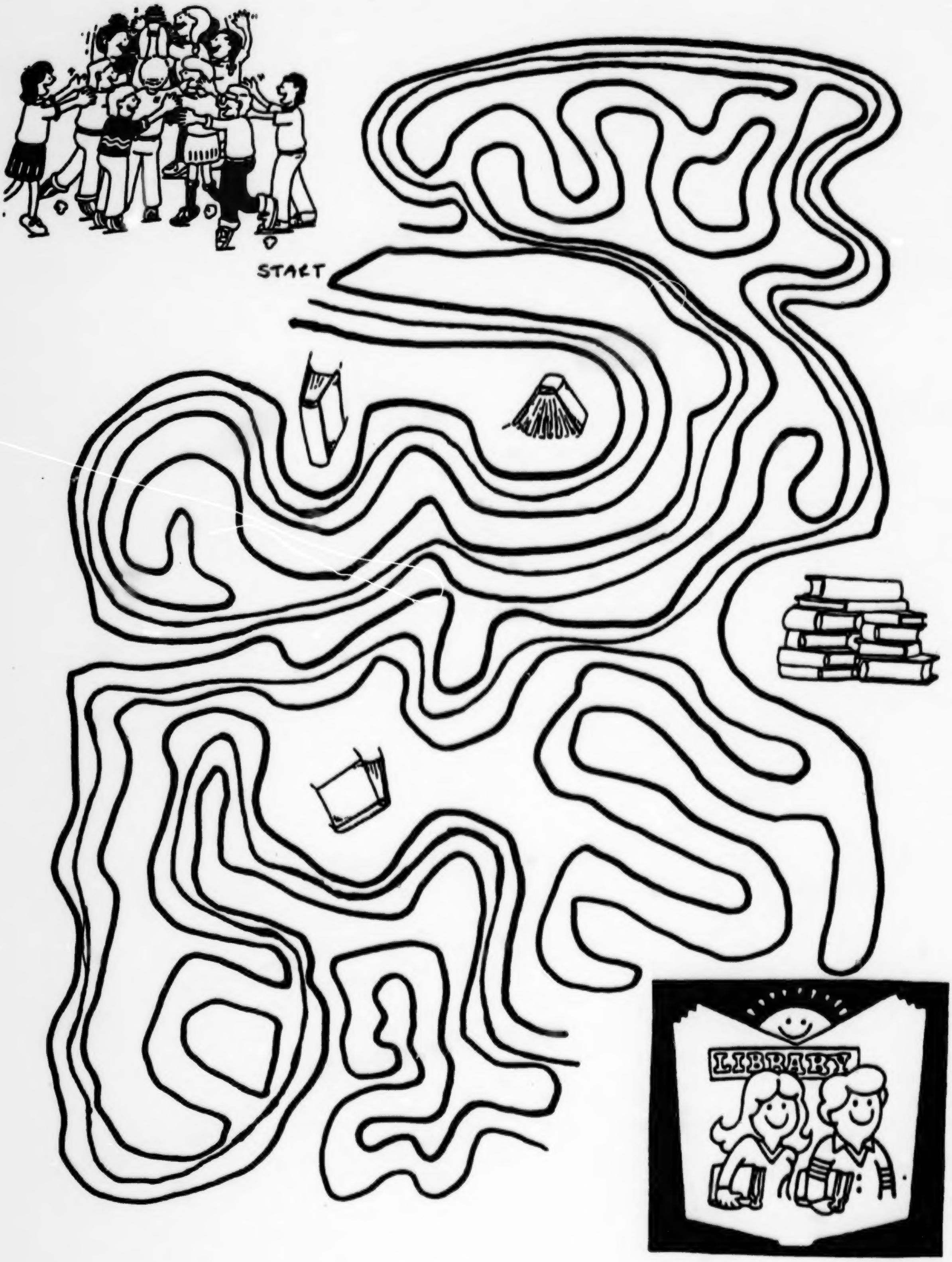
Test your mind...there's twenty to find!

See if you can find the following bears.

Andean
black
blue
brown
European
grizzly
Himalayan
honey
isabelline
Kenai
Kermodes
Kodiak
Malay
moon
polar
Russian
sloth
snow
spectacled
sun



TWO OF US ARE ALIKE BUT DIFFERENT THAN ALL THE REST.
CAN YOU MATCH ME UP TO MY TWIN?


START
LIBRARY

FIND THE WORD.....

J	L	F	F	P	A	N	D	A	L
J	Q	C	D	U	G	K	T	C	D
P	K	E	P	A	N	D	A	L	G
D	N	P	T	A	Q	E	F	J	U
P	A	A	D	A	N	L	W	O	C
T	J	N	U	H	A	D	N	A	P
K	F	D	S	J	N	T	A	F	U
U	Q	A	P	L	G	K	Q	L	G
N	T	G	E	Q	P	A	N	D	A

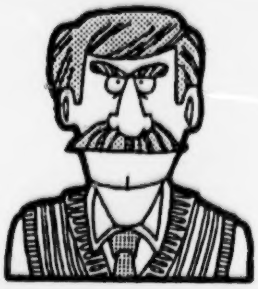
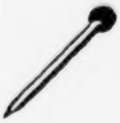
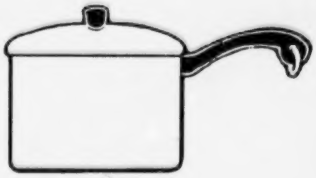
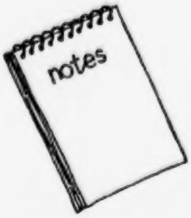
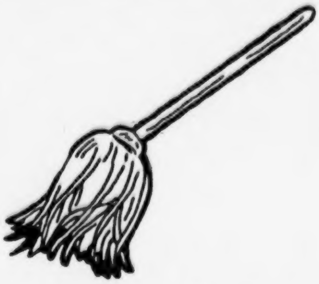
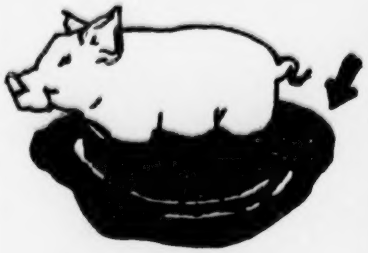
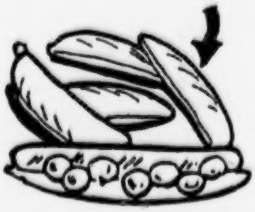
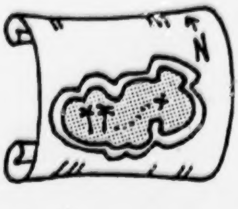
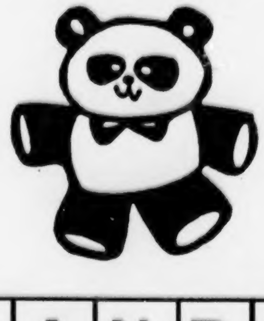
How many times you can find the word PANDA in this puzzle vertically, horizontally, diagonally & backwards.

WHEN PANDAS MAKE AN UPROAR WITH BOOKS YOU HAVE:

"PANDAMONIUM"

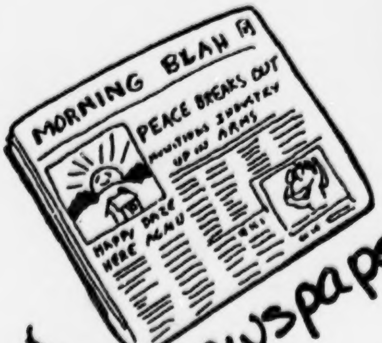
AT THE LIBRARY

Using only the letters in "Pandamonium",
see if you can write the name of the pictures in the boxes below.

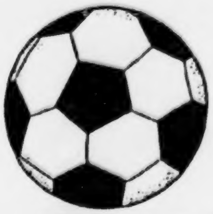
 M A N	 P I N	 P A N
 P A D	 M O P	 P I G
 P O D	 M A P	 P A N D A

BLACK AND WHITE

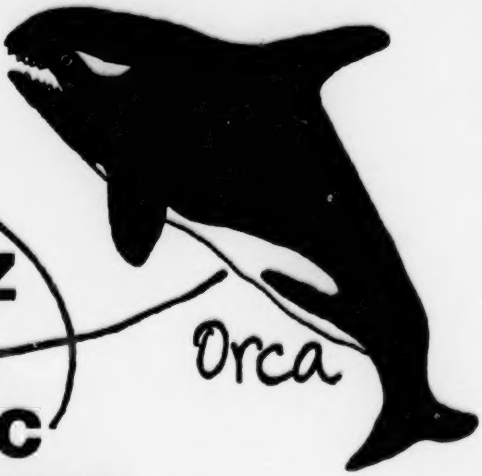
UNSCRAMBLE THE WORDS AND MATCH THEM TO THE PICTURE.


MORNING BLAH
PEACE BREAKS OUT
MUNITIONS INDUSTRY UP IN ARMS
HAPPY DAZE HERE AGAIN

newspaper

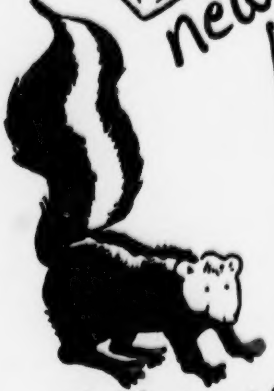


Soccer

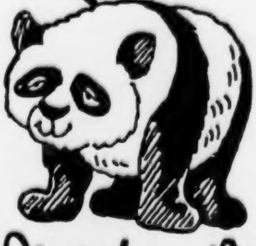


Orca

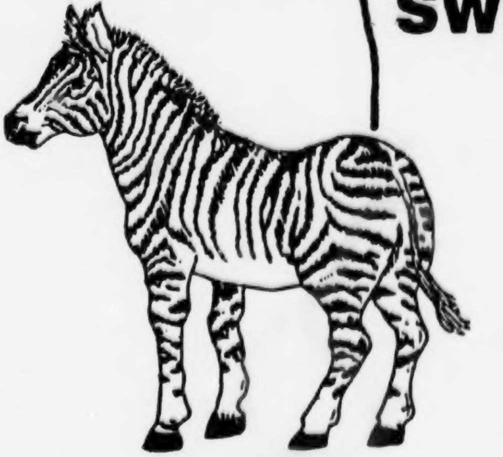
RABEZ
CORA
CROSEC
PNAAD RABE
UPENING
NAPIO YEKS
KNUSK
SWEEPRANP



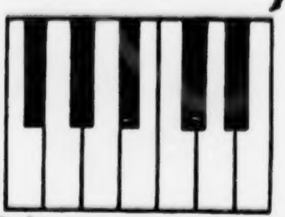
SKUNK



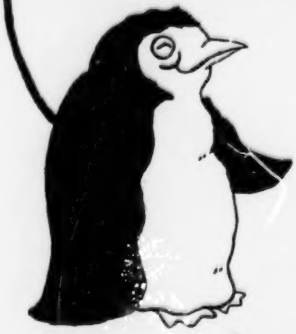
Panda Bear



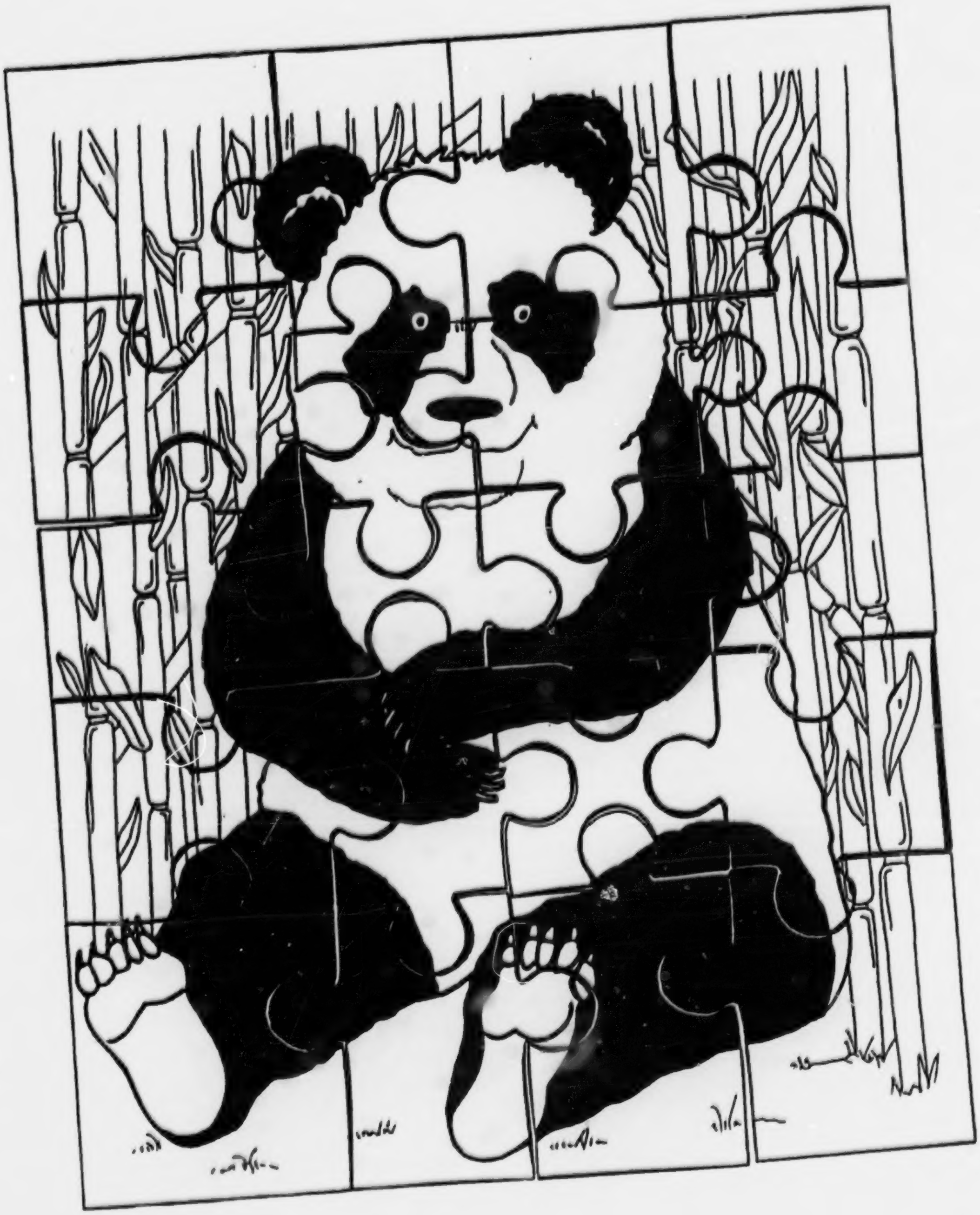
Zebra

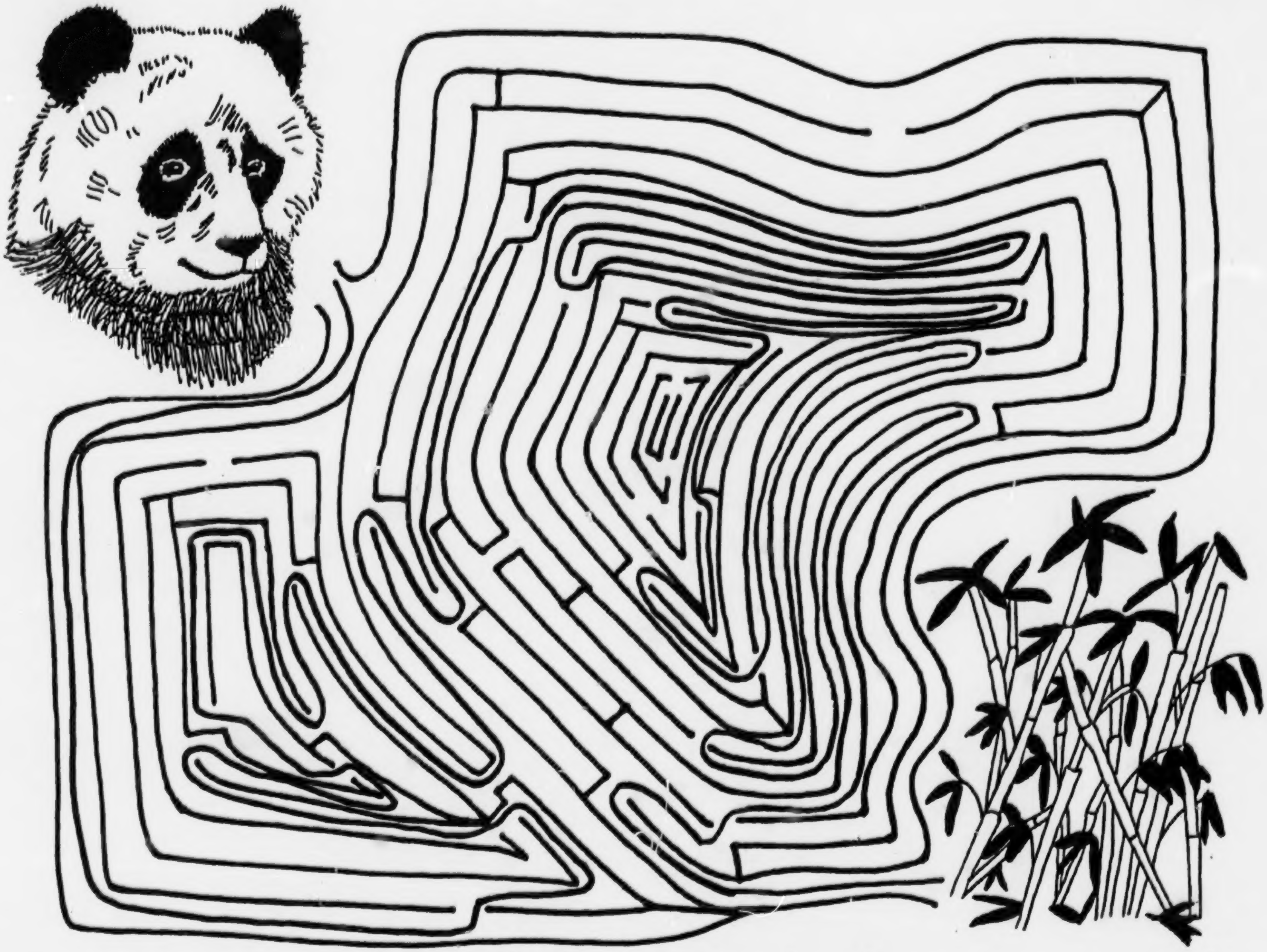


Piano Keys



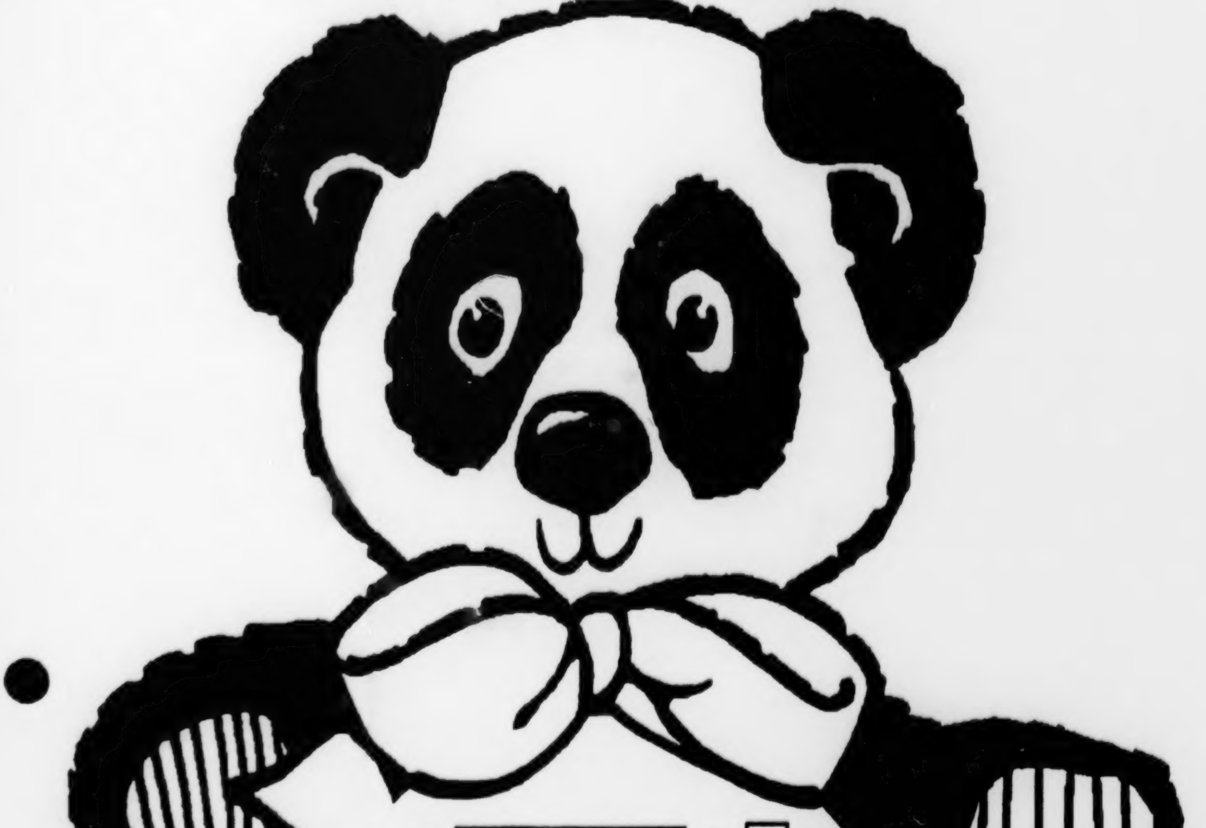
Penguin





Help Panda find the bamboo forest.

Find 10 words about Pandas in the puzzle below.

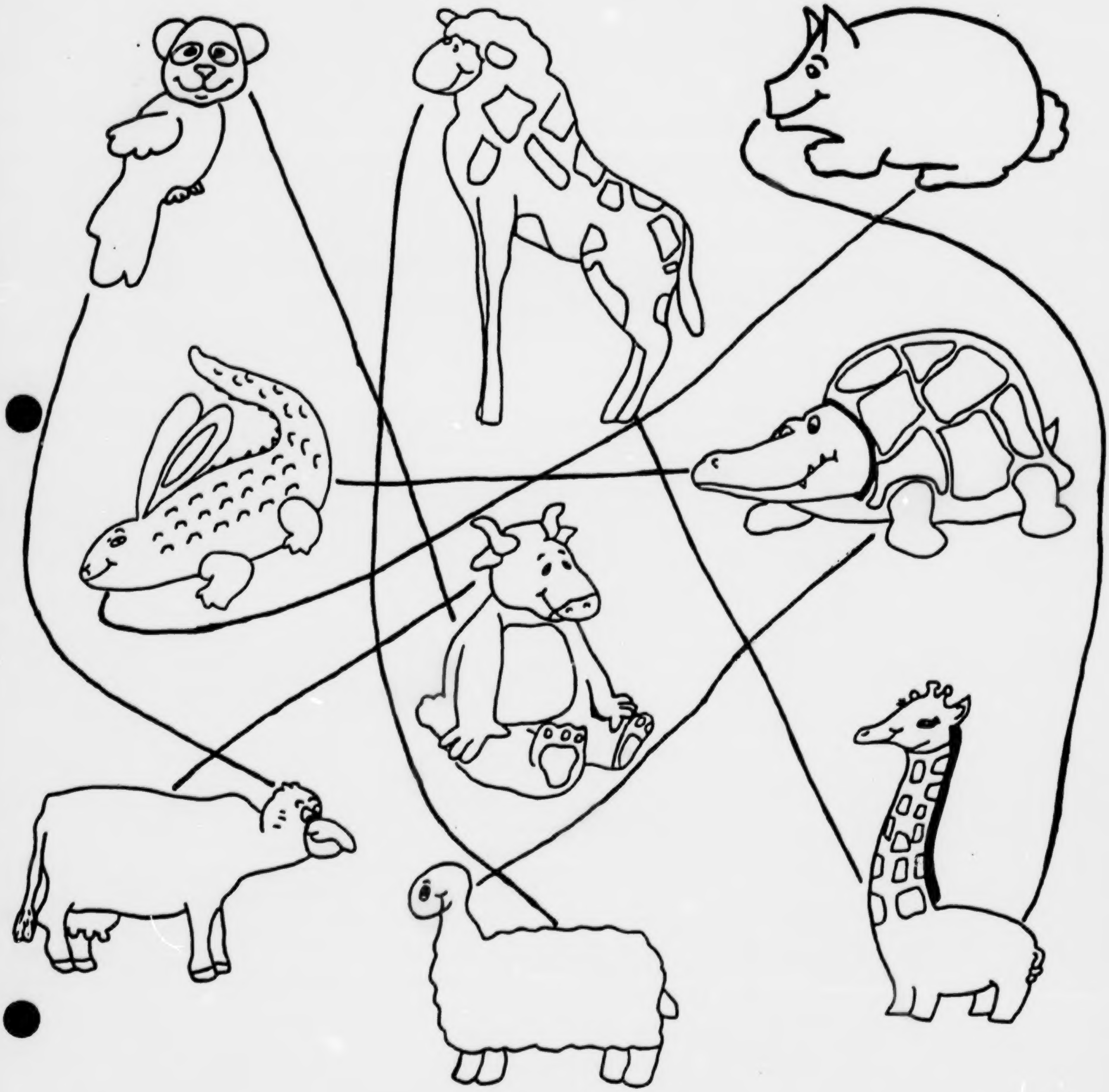


A	Z	C	H	I	N	A	D	F	N
Q	P	R	O	D	I	Z	O	O	S
V	A	S	B	L	A	C	K	R	T
E	N	D	A	N	G	E	R	E	D
M	D	B	E	A	R	I	C	S	K
B	A	M	B	O	O	Y	U	T	D
F	W	H	I	T	E	G	B	A	T

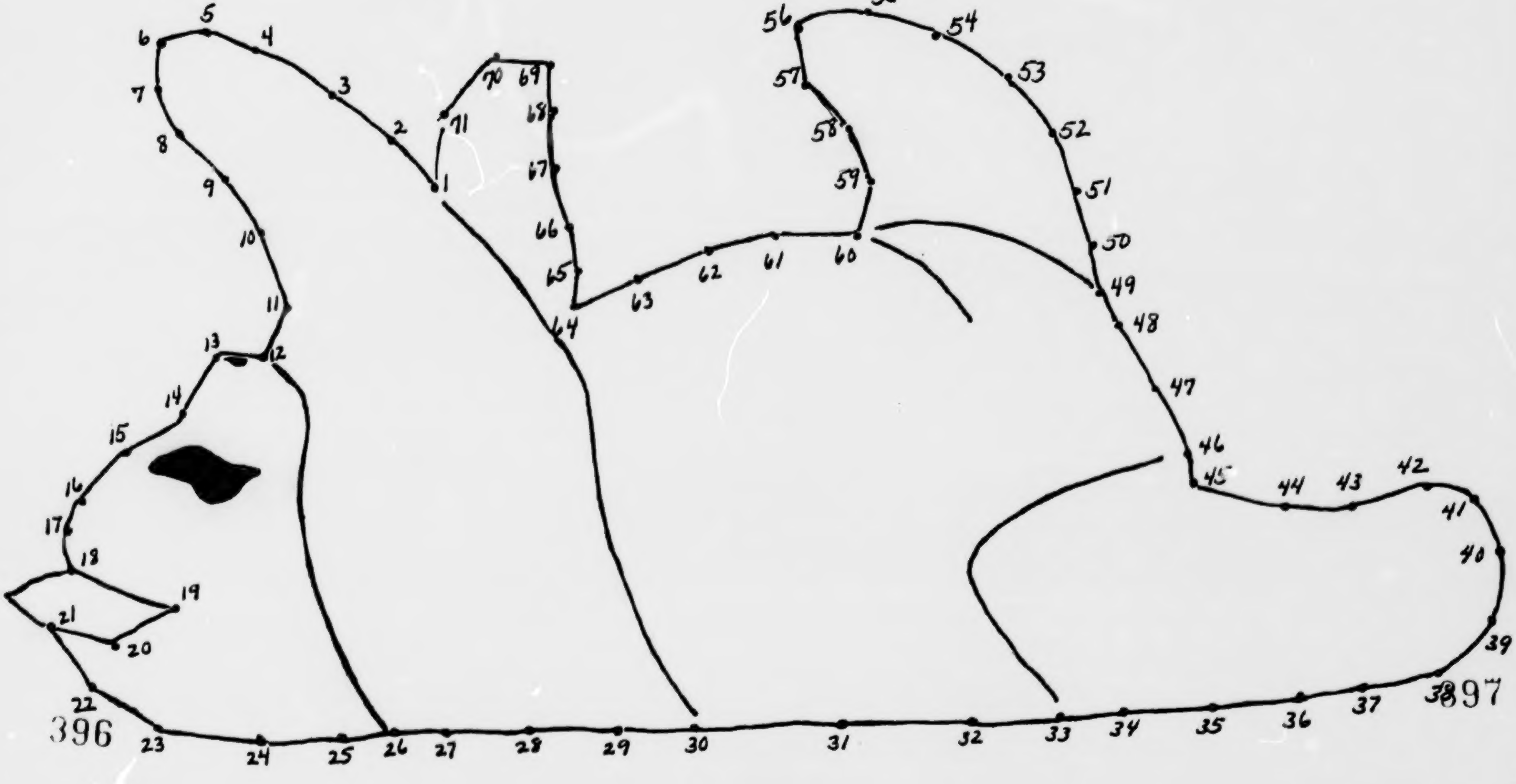
PANDEMONIUM AT THE ZOO

panda
giraffe
pig
rabbit
crocodile
turtle
cow
sheep (or bird)

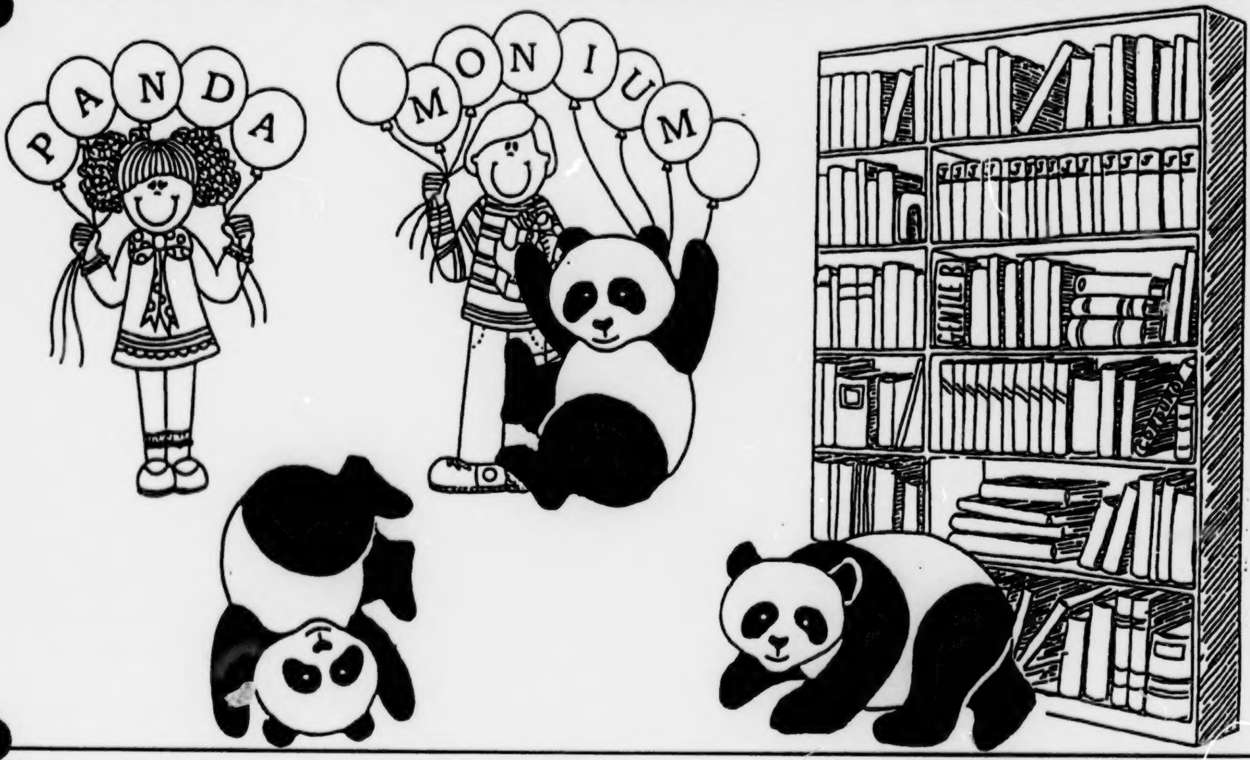
There are 9 mixed-up animals. Can you match the heads to the correct bodies and name the animals?

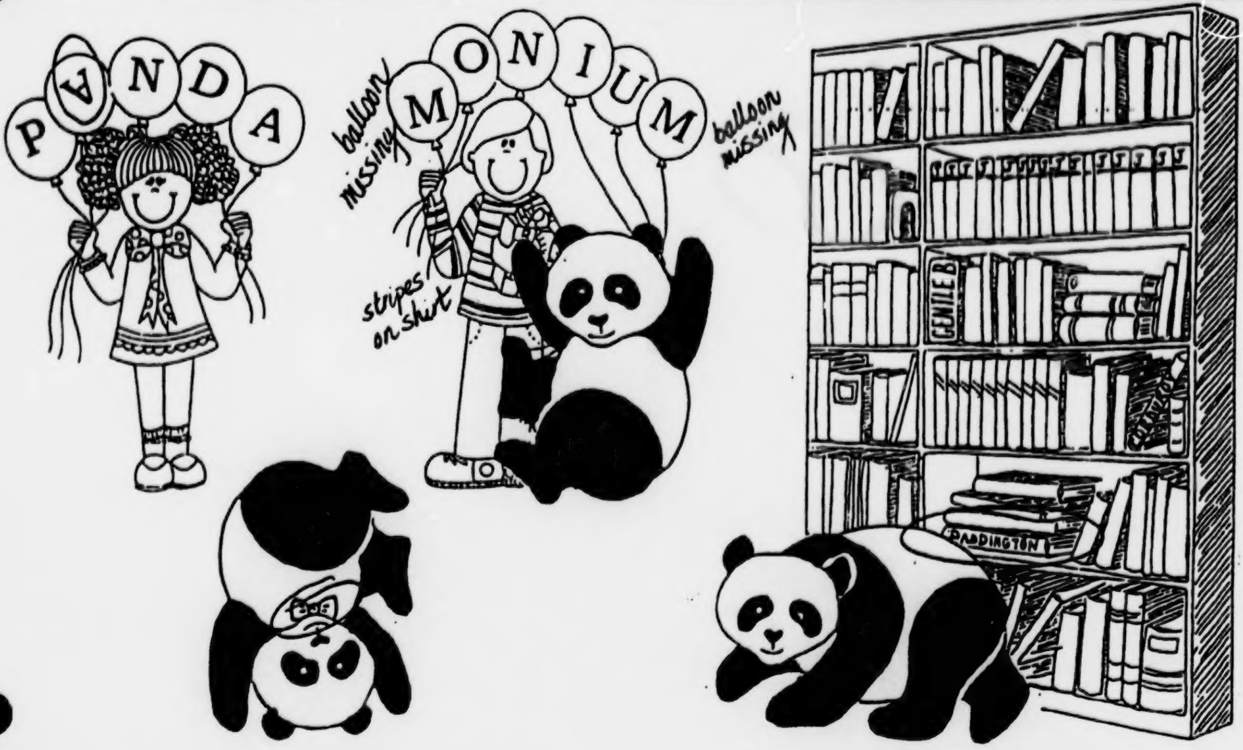


Connect the dots to discover a mystery friend.


1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70
71

FIND 6 DIFFERENCES BETWEEN THE PICTURES


PANDA
MONIUM
GENILE B


PANDA
MONIUM
GENILE B
PADDINGTON

balloon missing

stripes on shirt

balloon missing

CHINA ABC

Learn more about the fascinating country in which the giant panda lives - China - by completing a word for each letter of the alphabet.

ASIA Continent in which China lies.

BEIJING Capital city of China.

CHOPSTICKS Chinese eating utensils.

DRAGONS Animal often found in Chinese legends.

EVEREST Name of the highest mountain in China.

FORBIDDEN CITY Another name for Beijing, so called because ordinary people were not allowed inside.

GREAT WALL Famous wall over 2,000 miles long built around 214 B.C.

HIMALAYAS Mountain range in China.

IVORY Hard white substance taken from elephant tusks and used to make carvings that are popular in China.

JUNKS Traditional Chinese house boats used for fishing.

KITE A light frame covered with paper or cloth and designed to be flown.

LHASA APSO Small dog with a long heavy coat raised in Tibet as watchdogs.

MONSOON Seasonal winds affecting climate.

NATIONAL DAY Holiday which falls on Oct. 1.

OPIUM Drug made from poppies.

PAGODA Many-storied building.

QING MING FESTIVAL April festival to honor the dead.

RICE The leading plant grown in China.

SILK Smooth fabric made from the cocoons of silkworms.

TEA Most popular beverage in China.

UNICORN Fantasy animal in Chinese legends.

VEGETABLES Main ingredients in stir fry meals.

WOK Deep, round pan used to cook stir fry dishes.

XIAO Chinese flute.

YANGTZE RIVER World's third longest river and China's longest.

ZHOU ENLAI Foreign minister of China when Communists took control in 1949.

NAME THE FAMOUS BEARS

Fill in the blank spaces with the names of famous bears and discover a secret message.

1. YOGI BEAR
2. WINNIE THE POOH
3. CORDUROY
4. YELLOWSTONEPARK
5. GENTLE BEN
6. "BERENSTAIN BEARS
7. BOO BOO BEAR
8. BALOO
9. PADDINGTON BEAR
10. BEARY"MORE
11. CARE BEARS
12. SMOKEY THE BEAR
13. ANDY PANDA
14. FOZZIE BEAR
15. WHITE

1. Famous Hanna-Barbera cartoon bear who lives in Jellystone National Park and considers himself smarter-than-the-average bear.
2. A.A. Milne wrote about Tigger, Eeyore, Christopher Robin and this famous bear.
3. A department store teddy bear who spent an evening searching for his lost coverall button.
4. National Park in Wyoming famous for its geysers, hot springs and bears who approach people for food.
5. Alaskan brown bear story authored by Walt Morey.
6. Cartoon bear family from Bear Country consisting of Mama, Papa, Brother Bear and Sister Bear.
7. Yogi Bear's sweet and innocent sidekick.
8. Famous singing bear in Walt Disney's version of Rudyard Kipling's Jungle Book.
9. Michael Bond's famous teddy "from darkest Peru" who adopted the name of the English railway station where he was found.
10. Don Freeman's circus bear who rides a unicycle.
11. 1980's pastel-colored bears with tummy pictures that help children understand their feelings.
12. Bear mascot dressed in jeans and park ranger hat who advertises to "help prevent forest fires."
13. Created by Walter Lantz, this cartoon "bear" served as a foil to Woody Woodpecker during the 1940's.
14. Muppet with a pink nose, little brow hat and an earnest manner who drives to Hollywood with his friend Kermit the frog in "The Muppet Movie."
15. One of the two colors in pandas.

Using the clues given, see if you can come up with the right word to fill in the blank. If you have the correct answers, the circled letters will tell you where you can find more information on bears!

Named because the white circles around its eyes make it look like it's wearing glasses, this is the only species of bear that lives wild in South America.

Spectacled

One of the world's largest bears, this is a member of the Alaskan Brown Bear family and is named for the island it comes from.

Kodiak

Most bear _?_ are born during their mother's winter sleep period and weigh only 1/2 to 1 pound at birth.

cubs

This bear gets its name from the white hairs that grow in its brown coat making it look grizzled. It has long, curved claws that it uses to dig out ground squirrles and mice to eat.

Grizzly

These bears are native to the bamboo jungles of China. Nicknamed the "Hermit of the Forest" because they live most of their lives alone, an adult bear can eat up to 40 pounds of bamboo a day!

Panda

These beautiful white bears live in the regions bordering the Artic Ocean and are the best swimmers of all bears. They can also run up to 35 M.P.H. which is fast enough to catch a reindeer!

Polar

This National Park is home to about 200 Grizzley bears and a very famous geyser named "Old Faithful".

Yellowstone

BEST COPY AVAILABLE

See if you can go from the top to the bottom word in each set using the spaces given.
You may change only one letter at a time.

BEAR
Boar
Boat
Boot
BOOK

TEETH
Tenth
Tents
Tints
Tilts
Tiles
TALES

CUBS
Cabs
Cats
mats
math
MYTH

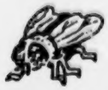
CHINA
Chins
Shins
Shine
Shone
Shore
Store
STORY

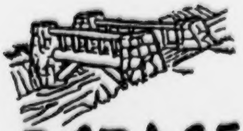
CLAW
Flaw
Flew
Fled
Feed
Reed
READ

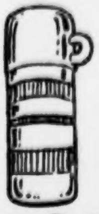
BLACK
Slack
Shack
Shark
Share
Shore
Shone
Shine
Whine
WHITE

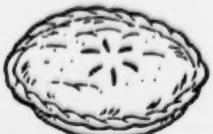
All in the Family!

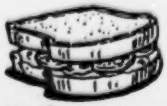
Using the pictures below to break the code,
replace the numbers with letters and discover the secret message.











FLY BRIDGE THERMOS PIE SANDWICH
1 2 3 4 5 6 7 8 9 10 11 9 5 14 15 16 17 6 9 16 21 22 7 24 6 26 11

DOES THE PANDA BELONG TO THE
7 15 9 16 10 11 9 17 21 22 7 21 4 9 2 15 22 8 10 15 10 11 9

RACCOON FAMILY
5 21 26 26 15 15 22 1 21 14 6 2 3

OR THE BEAR FAMILY?
15 5 10 11 9 4 9 21 5 1 21 14 6 2 3

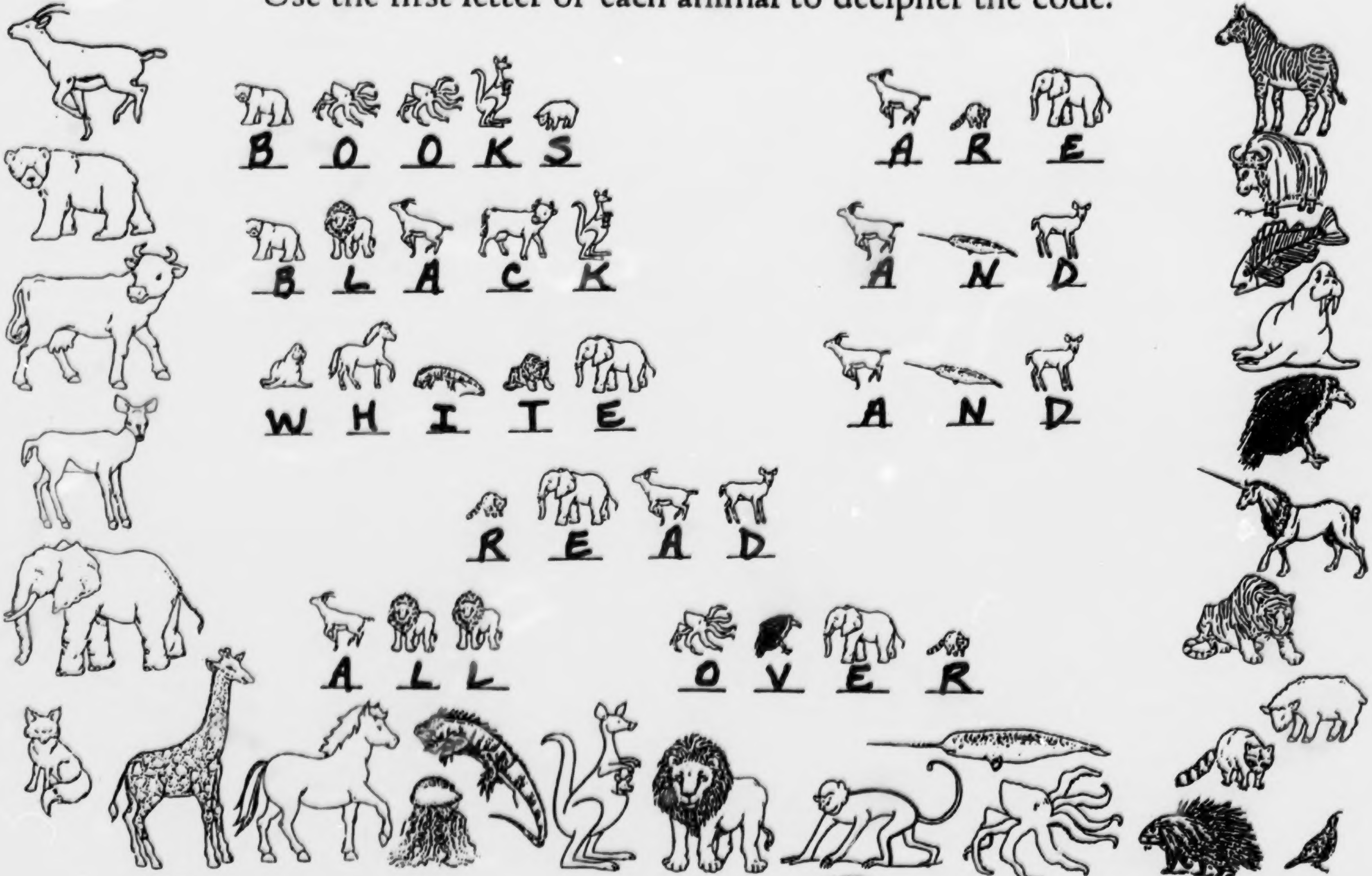
OR
15 5

IS A PANDA IN A FAMILY
6 16 21 17 21 22 7 21 6 22 21 1 21 14 6 2 3

OF IT'S OWN?
15 1 6 10 16 15 24 22

ANIMAL ALPHABET

Use the first letter of each animal to decipher the code.



B O O K S   A R E

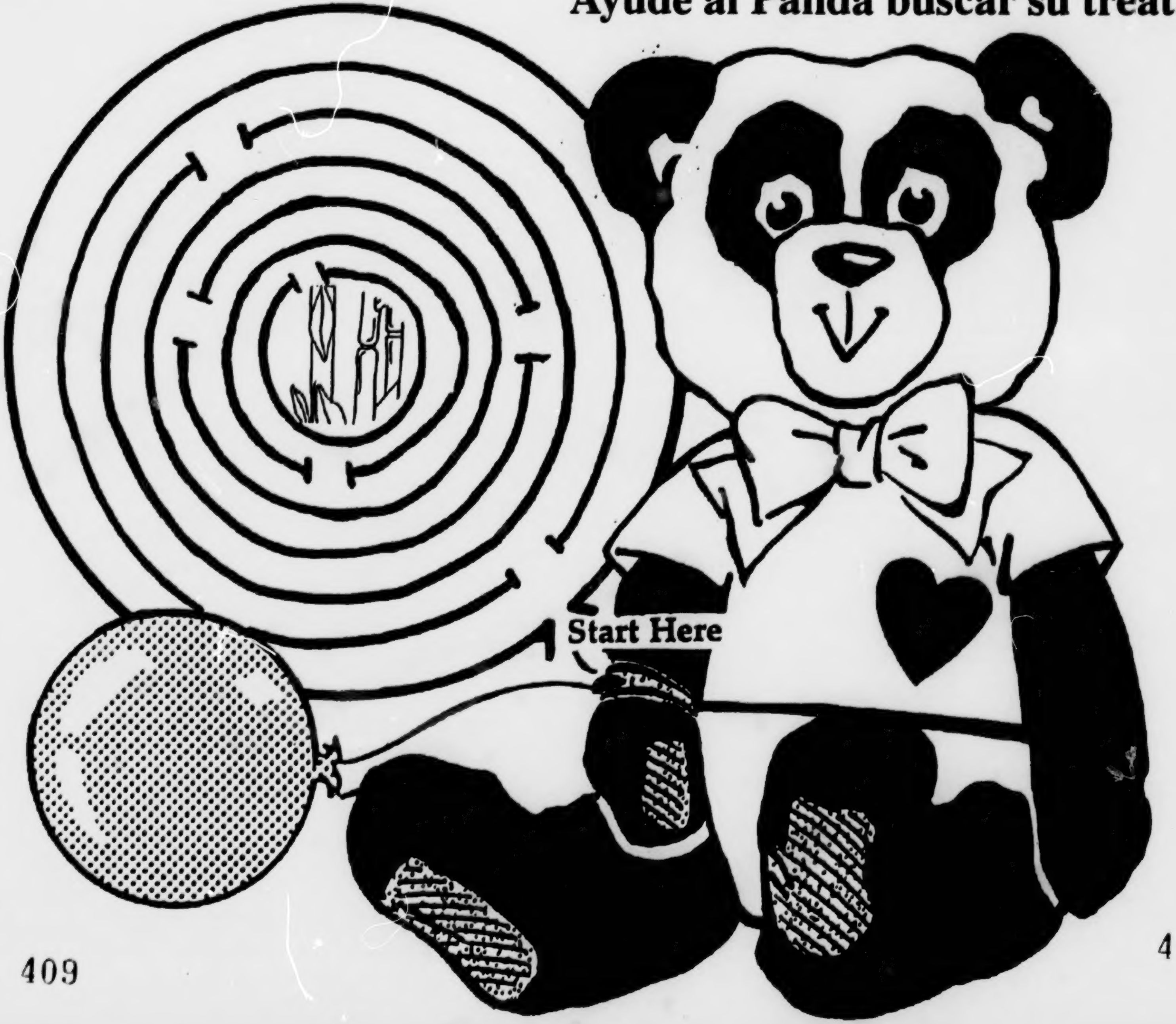
B L A C K   A N D

W H I T E   A N D

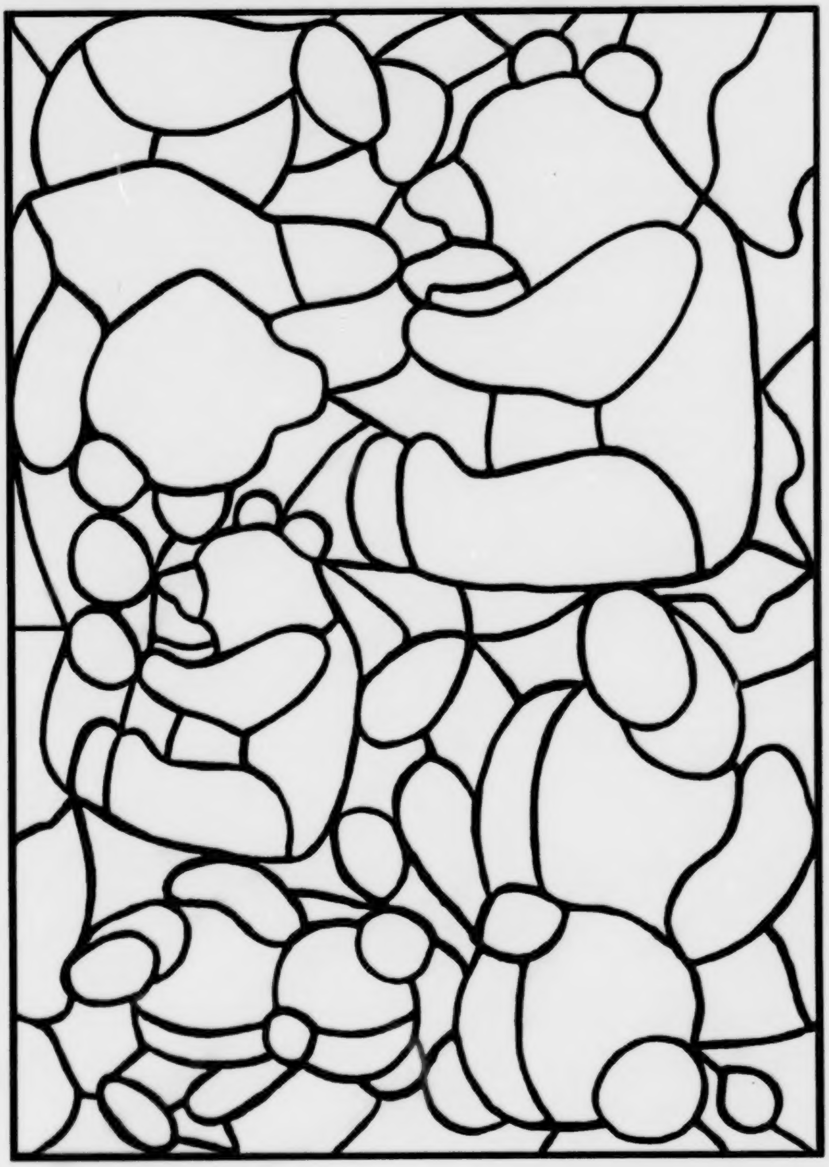
R E A D

A L L   O V E R

Ayude al Panda buscar su treat.

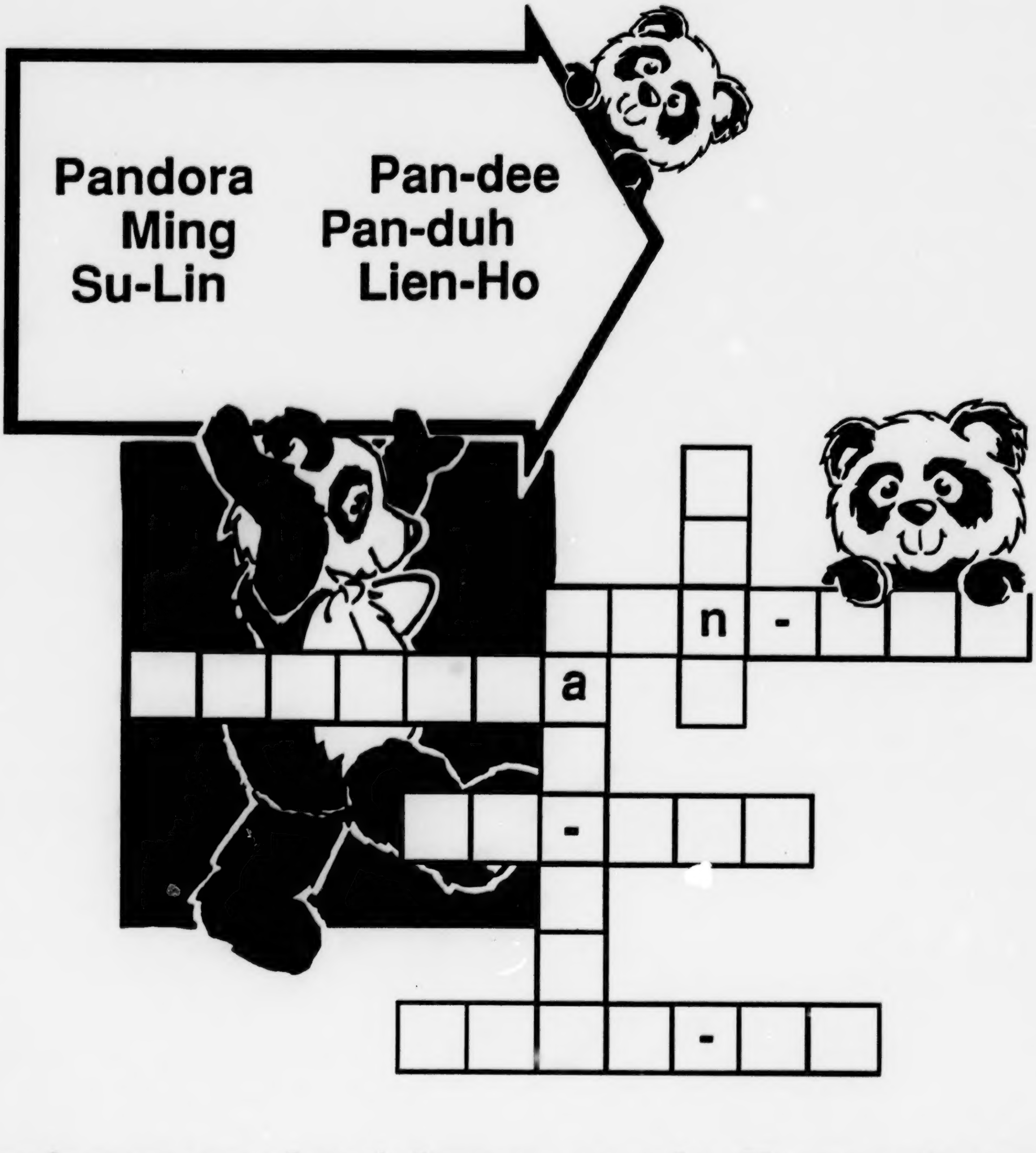


COLOR THE BEARS



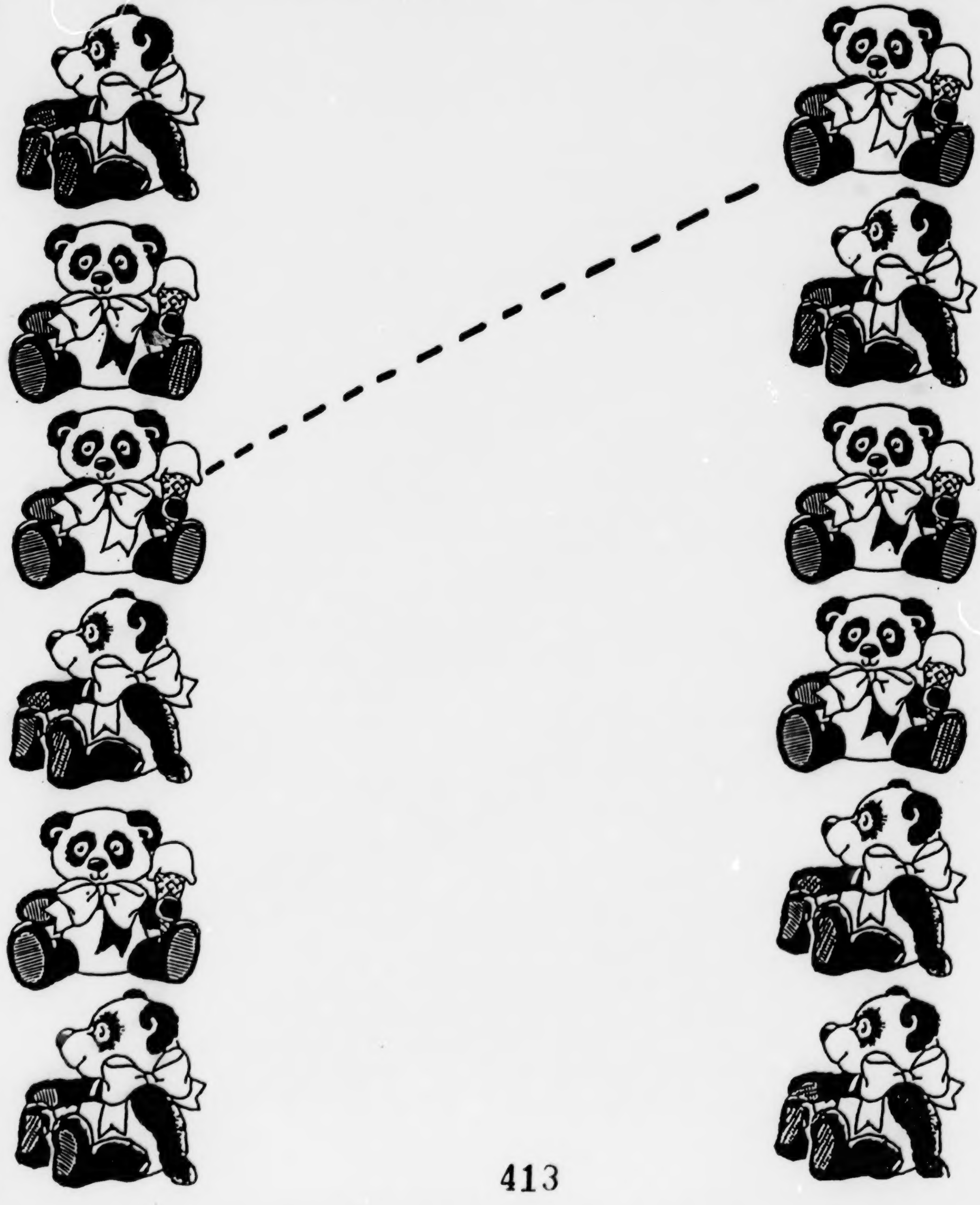
Si vas a color cada oso en differente colores, cuantos crayolas necesitas?

Famous Zoo Pandas


Pandora
Pan-dee
Ming
Pan-duh
Su-Lin
Lien-Ho
n -
a
-
-

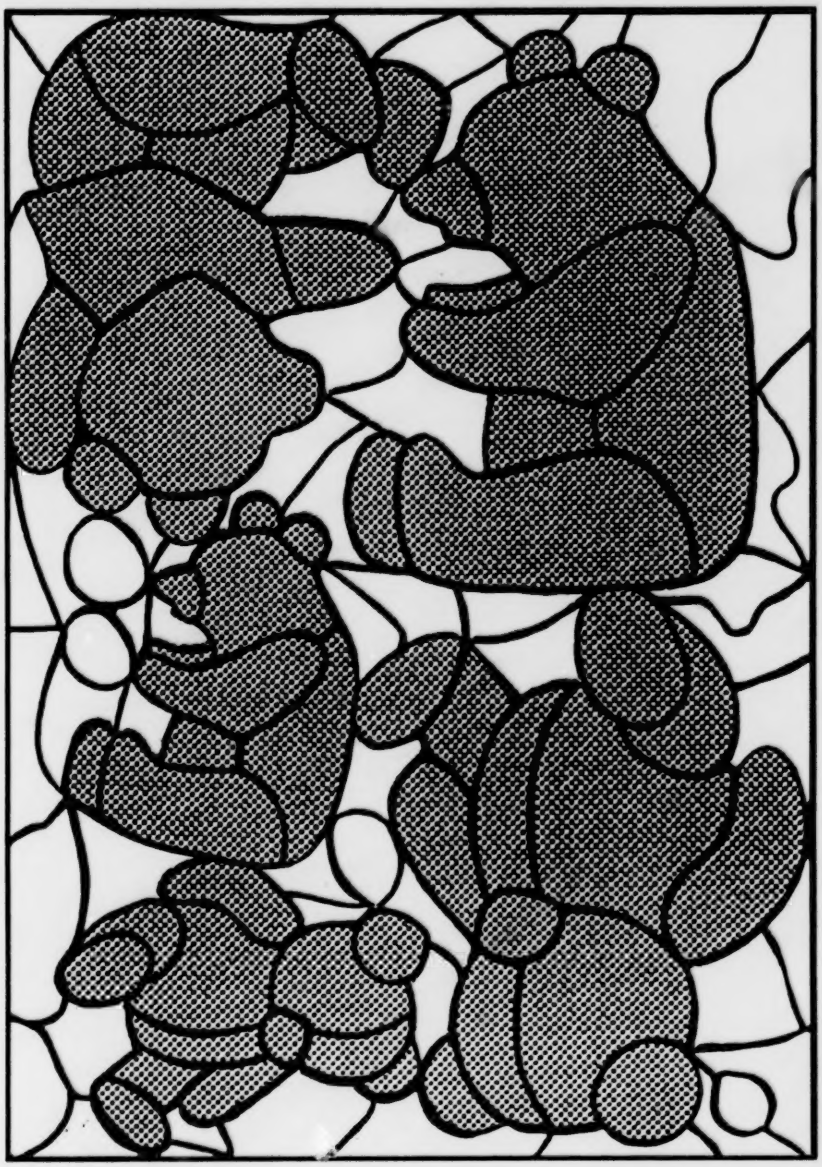
LLene los spaces con los seis famoso zoo pandas. Hay unos clues que les ayudar hayarlos.

"Pandamonium" At The Zoo!



Ayuda el zoo keeper hayar los cuates de Pandas

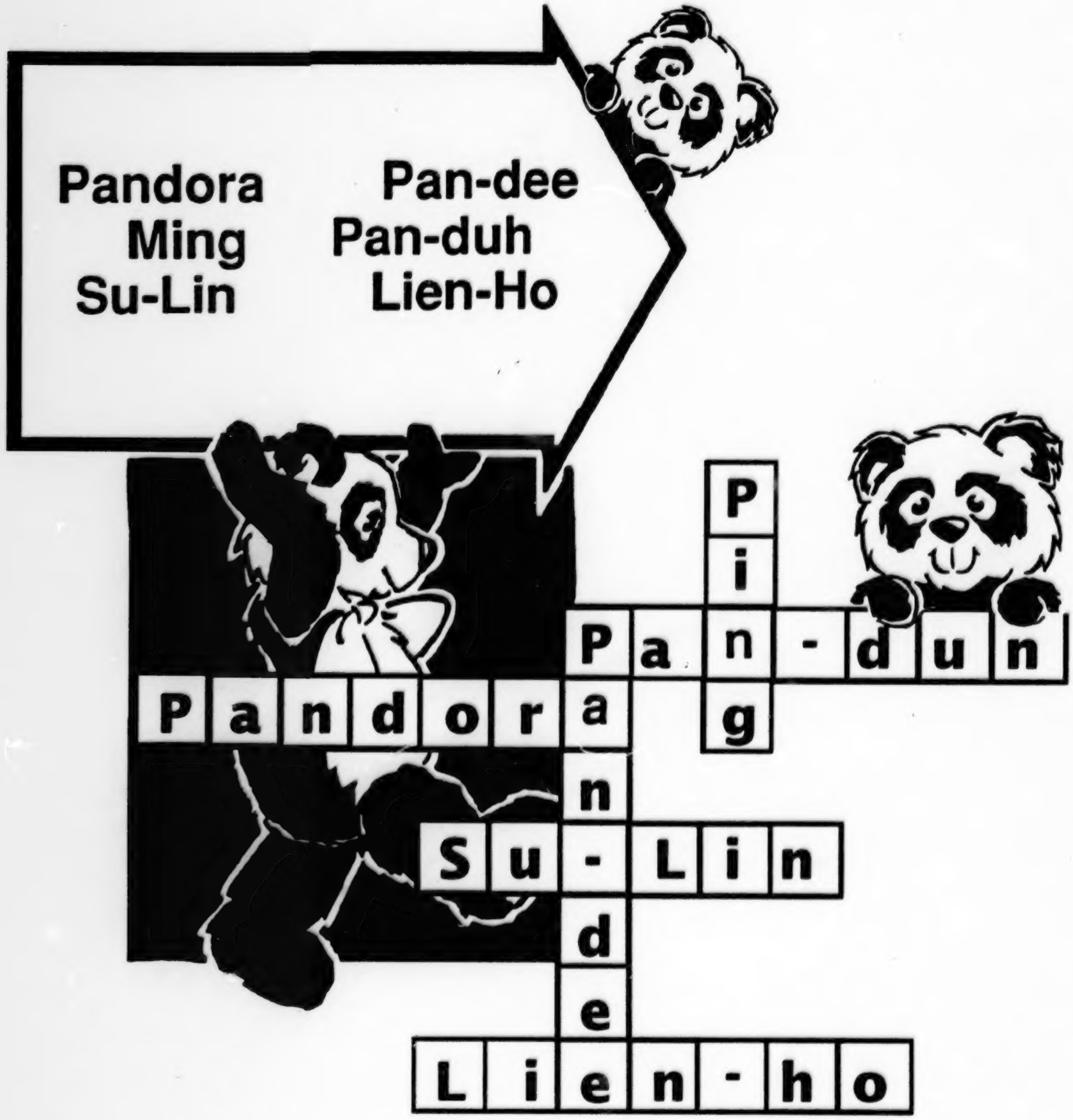
COLOR THE BEARS



5

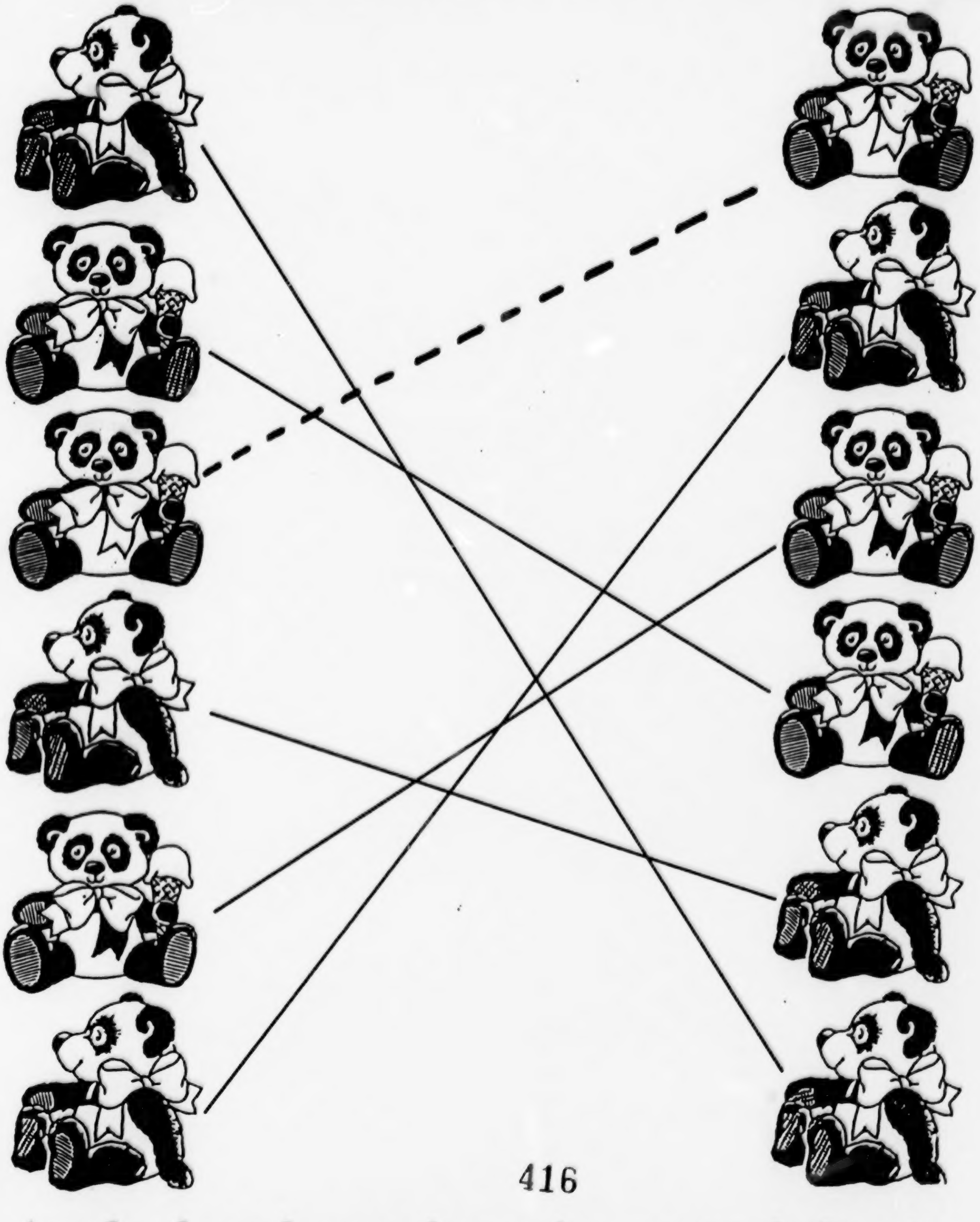
Si vas a color cada oso en differente colores, cuantos crayolas necesitas?

Famous Zoo Pandas


Pandora
Pan-dee
Ming
Pan-duh
Su-Lin
Lien-Ho
Ping
Pan-dun
Pandora
Su-Lin
Pan-dee
Lien-ho

LLene los spaces con los seis famoso zoo pandas. Hay unos clues que les ayudar hayarlos.

"Pandamonium" At The Zoo!



Ayuda el zoo keeper hayar los cuates de Pandas

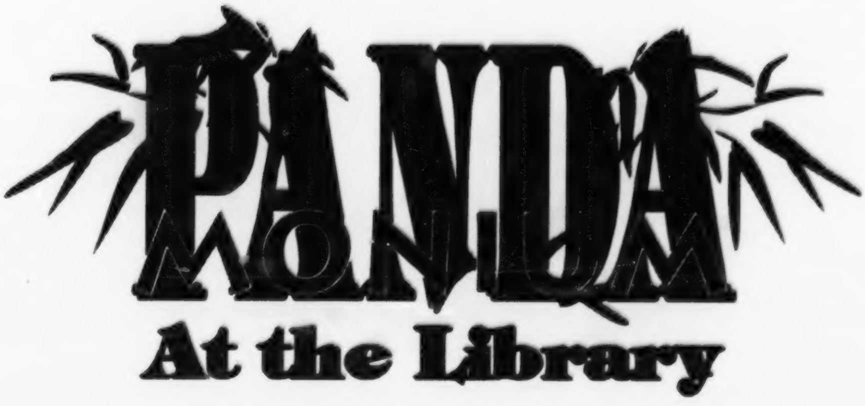
418

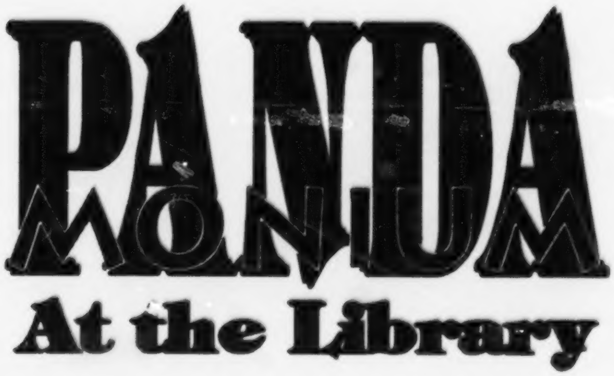
417

PANDA MONIUM

At the Library

Endangered
Animals

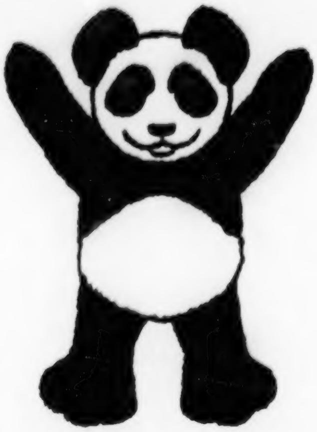

PANDA
MONIUM
At the Library

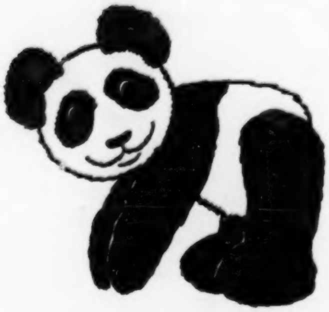

PANDA
MONIUM
At the Library

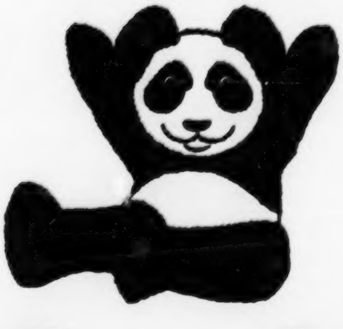
READ

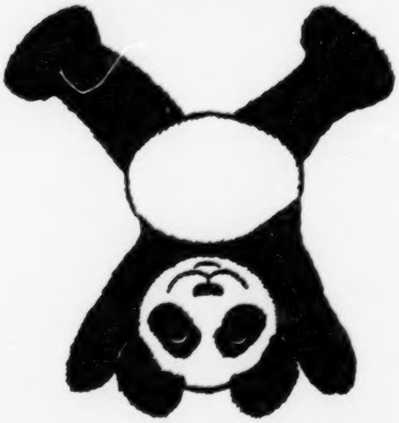
PANDA

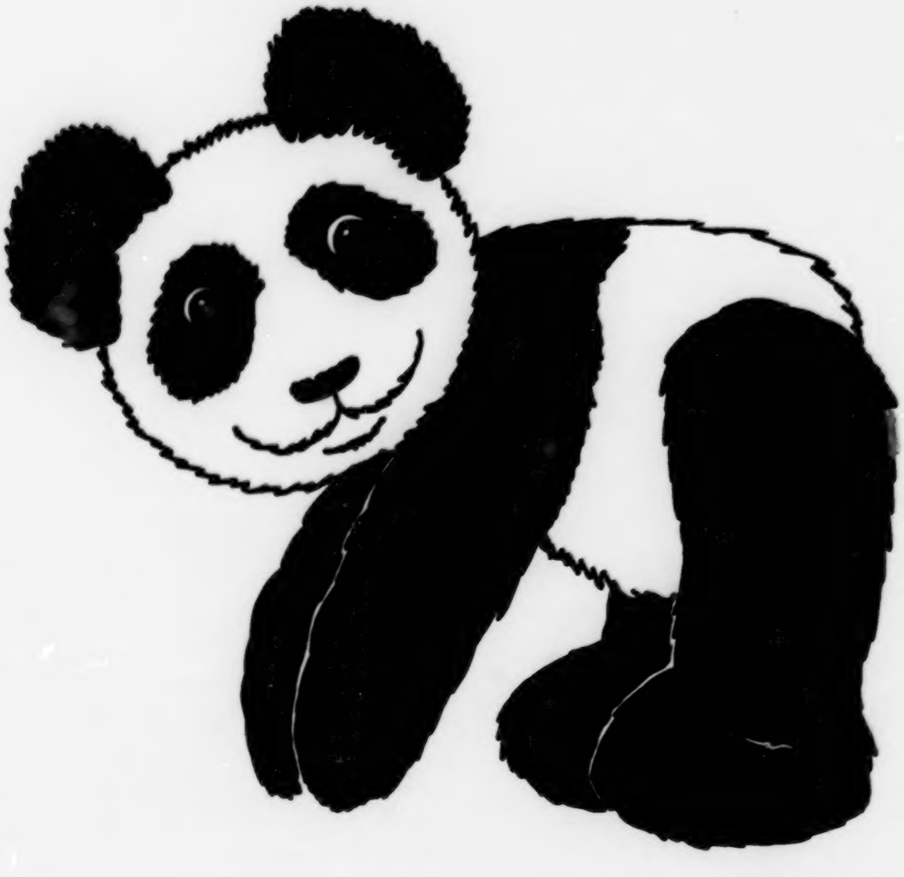
At the Library

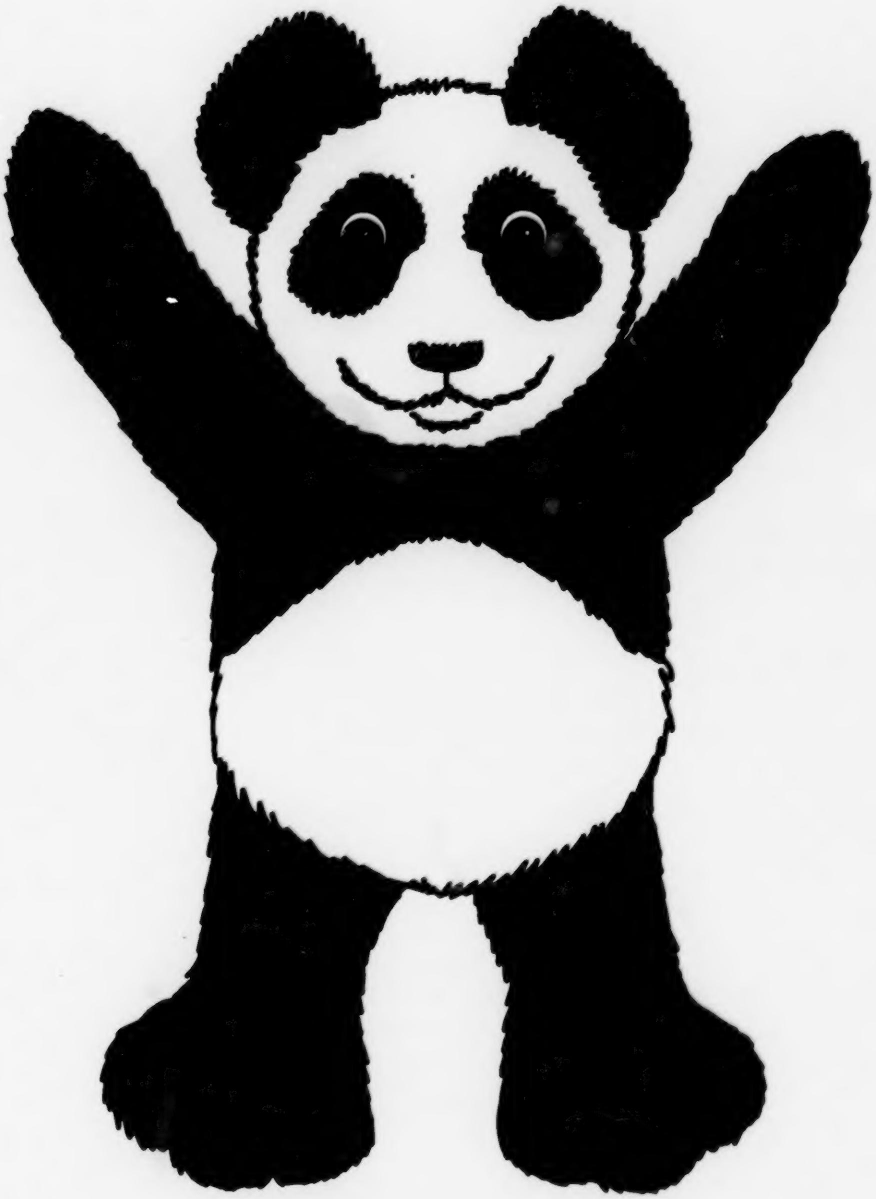




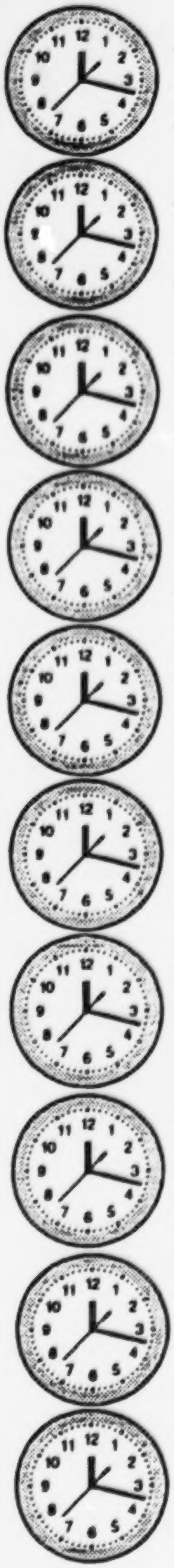








READ



ARIZONA READING PROGRAM EVALUATION

Please help us evaluate the 1995 Arizona Reading Program (ARP).

Please photocopy and complete the form. Return it to Jan Elliott at the Department of Library, Archives and Public Records, Library Extension Division, 1700 West Washington Avenue, Phoenix, Arizona 85007, no later than **September 22, 1995**.

Thank you for your cooperation!

1. Library Name: ____

   Address: ____

   ____

   Children's Services Contact Person: ______________________ Phone No.: ______________

   Job title: ______________________________

2. Are you interested in serving on the 1997-1998 ARP Committee? Yes ☐ No ☐

3. What was the primary goal of your ARP this year?

   ____

How did you measure achievement of this goal?

Please check any that apply. These measures are defined in the Goals, Objectives and Evaluation chapter of your ARP Mnual.

Quantitative Measures (Mandatory)

	Yes	**No**
Statistics	☐	☐

Qualitative Measures (pick at least one)

1. Focus Groups	☐	☐	or
2. Peer Evaluation			or
Unobtrusive Observation	☐	☐	or
Questionnaire	☐	☐	
3. Fast Response Survey			
Questionnaire	☐	☐	
Focus Group	☐	☐	

4. Attitudinal Measurement		
Interview	☐	☐
Focus Group	☐	☐
Questionnaire	☐	☐
Observation	☐	☐

Using your qualitative measures:

If you can help us by providing comments (your own or others) we will use these in our report to the federal government, the funding source for ARP. For example: "These programs make a big difference to children in rural areas where there is nothing else to do." –name, schoolteacher or board member.

In what ways is the Arizona Reading Program important to your library?

____

____

____

____

What importance does the Arizona Reading Program have in your community?

____

____

____

____

PROGRAM STATISTICS

MANDATORY STATISTICS

4. **Number of all youths registered** ____

(break down by age if possible of just give total)

Children (ages 0-14) ____

Young Adults (ages 15+)

Total: ____

5. **Total number of weeks in your Children's Program (ages 0-14)** ____

In your Young Adult Program (if separate) (ages 15+) ____

OPTIONAL COMMENTS

4. **Population of Legal Service Area (ages 0-5*)** ____

Population of Legal Service Area (ages 5-14) ____

Population of Legal Service Area (ages 15+)

Total: ____

Population of Legal Service Area (all ages) ____

Available by using the % value in the *County and City Data Book

5. **Date(s) your program began**

____

____

____

Date(s) your program ended

____

____

____

MANDATORY STATISTICS

6. No. of FTE staff involved in your program ____

No. of adult Volunteers Involved ____

No. of Youth Volunteers Involved ____

7. Total number of volunteer hours contributed to the program ____

8. Total number of meetings, special events programs etc. held during your Arizona Reading Program ____

Programs (definition): are any activity which informs, educates, motivates or entertains children, while promoting library use.

Total number of children and adults attending each event (estimate is okay)

i	____	vii	____
ii	____	viii	____
iii	____	ix	____
iv	____	x	____
v	____	xi	____
vi	____	xii	____

(Continue your list on the back of this page, if necessary.

9. Were any special needs children involved in your program?

Yes ☐ No ☐

If yes, please explain:

____

____

____

____

____

____

____

OPTIONAL COMMENTS

6. Was staffing adequate to support your program?

More than adequate ☐

Adequate ☐

Inadequate ☐

7. Please describe one of your most successful programs

____

____

____

____

____

____

____

____

____

____

Please list local sponsors of your program:

____

____

____

____

____

____

____

____

____

____

____

____

____

PROGRAM BUDGET

MANDATORY STATISTICS

10. Overall progam budget for all library programs in this fiscal year $ ______

11. Your local budget ARP Program $ ______

Contribution by Friends of Library $ ______

Amount contirbuted by other sources $ ______

Total ARP program budget $ ______

OPTIONAL COMMENTS

11. How would you rate the adequacy of your ARP budget? (Please check one)

More than adequate ☐

Adequate ☐

Inadequate ☐

****

Please enclose, with your evaluation, any pictures, newspaper articles, booklists, programs, or other items that you wish to share with us. These items are displayed at the annual Arizona Reading Program Workshop.

Thank you for your participation in this survey.

An optional questionnaire regarding the ARP manual and promotional items follows.

EVALUATION OF ARIZONA READING PROGRAM MANUAL AND PROMOTIONAL ITEMS

1. How would you rate the Arizona Reading Program manual?

Useful ☐ Somewhat useful ☐ Not useful ☐

What suggestions do you have for improving the manual? ____________________

____

____

What difference does the manual for the Arizona Reading Program make to your library? ____________________

____

____

2. How would you rate the other materials provided by the Arizona Department of Library, Archives and Public Records.

Free Items	Useful	Somewhat Useful	Not Useful
Activity Sheets	☐	☐	☐
Bags	☐	☐	☐
Bookmarks	☐	☐	☐
Clip Art	☐	☐	☐
Reading Records	☐	☐	☐
Posters	☐	☐	☐

Cost Items	Useful	Somewhat Useful	Not Useful
Puzzles	☐	☐	☐
Canvas Bag	☐	☐	☐
Badges	☐	☐	☐
Balloons	☐	☐	☐
Magnetic Picture Frames	☐	☐	☐
Ribbons	☐	☐	☐
Stickers	☐	☐	☐
T-shirts	☐	☐	☐
Other Items	☐	☐	☐

What suggestions do you have for improving these materials provided by the Arizona Department of Library, Archives and Public Records? ______________________________

____

____

What difference does the availability of these materials make to your library? ______________________________

____

____

3. What themes would you like to propose for future ARP programs? ______________________________

____

____

****

Please enclose, with your evaluation, any pictures, newspaper articles, booklists, programs, or other items that you wish to share with us these items are displayed at the annual Arizona Reading Program Workshop.

Thank you for your participation and evaluation of the 1994 Arizona Reading Program. In addition, your interest in the improvement of libraries in Arizona is greatly appreciated.

441

State of Arizona
DEPARTMENT OF LIBRARY, ARCHIVES AND PUBLIC RECORDS
Office of the Director

STATE CAPITOL
1700 W. Washington
Phoenix, Arizona 85007
Phone: (602) 542-4035
FAX: (602) 542-4972

ARLENE BANSAL
Director

Dear Colleague:

It's here!! The 1995 Arizona Reading Program – **Pandamonium at the Library**!

Pandamonium? No, it's not a typographic error! This theme was created by the Arizona Reading Program Committee for several reasons.

Since pandas are an animal everyone loves, it was anticipated that this cuddly character would appeal to all ages. As for the chaos aspect, some children's services librarians were showing their lively sense of humor, and reminding us of the delightful tumult that occurs in libraries during the Reading Program.

Due to the many requests from children's services librarians for an earlier availability of the manual and posters, they will be available in November. This should please those who like to get an early start on projects (thereby avoiding true pandemonium).

Of course we do not wish true pandemonium upon you, and we hope everyone enjoys this summer reading program theme.

Sincerely,

Arlene Bansal

Arlene Bansal
Director

An Equal Employment Opportunity Agency

READ

Participated in the 1994 Arizona Reading Program

PANDA MONIUM

At the Library

Governor of Arizona

Arizona State Librarian

Librarian

Partially Funded by LSCA